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ABSTRACT

This report is the third issuing from the Feasibility Study of Multiple Alternatives for the Training of Adult Education Teachers and Administrators and reports the results of a survey of needs in Adult Basic Education (ABE). Data were collected through on-site administration of survey instrument to 1,182 ABE/GED students, 123 teachers, and 22 local program administrators. Results include the following: (1) groups appear to disagree on the objectives of ABE/GED programs and on who should formulate objectives; (2) attending students appear to have more positive attitudes concerning ABE/GED programs than do teachers; (3) all groups tend to prefer traditional patterns of class organization and types of instructional materials; (4) students prefer to be grouped by interest, whereas teachers and administrators believe in grouping by achievement level; (5) more Orientals, Puerto Ricans and "other Latins" chose literacy education as what they wanted to get out of ABE/GED, while more Caucasians chose "pass GED."; (6) females chose GED training as their goal more frequently than did males; (7) teachers think specially trained full-time ABE/GED teachers are most successful with these students; administrators think elementary teachers are; and (8) almost half the administrators thought subject matter courses would be the most helpful additional training for teachers; only 12.2% of the teachers agreed. (KM)

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ED 075702

Adult Basic Education National Teacher Training Study

Conducted by the
School of Education and
Division for Continuing Education
University of Missouri-Kansas City
Kansas City, Missouri 64110

SURVEY OF NEEDS

AU 1433

ED 075702

ADULT BASIC EDUCATION

NATIONAL TEACHER TRAINING

STUDY

PART III: SURVEY OF NEEDS

School of Education and
Division for Continuing Education
University of Missouri-Kansas City

OEG-0-71-4556(323)

November 1972

The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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PROJECT DESCRIPTION

In October, 1971, the U. S. Office of Education contracted with the University of Missouri - Kansas City to conduct a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. Its major objectives were to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a five-year plan as a management tool to guide the Office of Education in its future thinking, planning, and funding of adult basic education teacher training projects.

The study derived data from existing literature and previous studies, site visits, three nationwide surveys, and consultation with persons in the field. A National Advisory Council, comprised of adult educators representing diverse interests and backgrounds, provided initial direction and continuing support throughout the study.

Project activities included the following:

1. compilation of a comprehensive review of literature in the field of adult basic education teacher training

2. a mail survey of State Directors of Adult Education in the 50 states and U. S. trust territories

3. a mail survey of 160 teacher training programs throughout the country, as well as 25 Federal programs with ABE monies

4. a random sample survey of twenty-three adult basic education programs, conducted on-site, to determine training needs as perceived by local ABE administrators, teachers and students

5. site visits, meetings and personal interviews with adult educators concerned with teacher training.

Study results are reported in the following four documents, to be released on separate dates between June and September, 1972:

1. Review of Literature

2. State of the Art Report

3. Survey of Teacher Training Needs

4. Final Report and Recommendations

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INTRODUCTION

This is the third report issuing from the Feasibility Study of Multiple Alternatives for the Training of Adult Education Teachers and Administrators, under Title III of the Adult Education Act of 1966.[1] It is addressed to the needs in Adult Basic Education as perceived and reported by students, teachers and administrators in a national survey conducted by the project staff during the Spring and Summer of 1972.

The report provides background considerations which attended the conceptualization of the survey along with detailed information on design, sampling, data collection and analysis and discussion of findings.

Twenty-two sites in nineteen states were selected to provide a systematic random cluster sample from a frame of thirty-eight states with a student population reported to be 478,462. Each site was visited by a trained interviewer who administered the survey instrument to all students, teachers and administrators present in the program.

In total the survey produced responses from 1182 ABE/GED students, 123 teachers and 22 local program administrators.

The student sample provided good diversity in terms of geographic location, ethnic background, age, sex and level of achievement. Certain weaknesses, which are acknowledged in the text, accrued from the incomplete frame from which the sample was drawn. However, every reasonable effort was made to insure the integrity of design and the project staff places substantial faith in the credibility of these findings.

The analysis of the vast amount of data collected and presented herein is recognized as being only one of several approaches which might be made to the task. Secondary analyses at some future date is appropriate and should be conducted. It is suggested here that the findings of this survey can and should be useful to those who plan and practice in the field of Adult Basic Education and insights gained by the study offer a variety of opportunities for those who would explore further into this critical area of adult education.

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SURVEY OF NEEDS

BACKGROUND

As a part of the original document entitled Scope of Work for Feasibility Study of Multiple Alternatives for the Training of Adult Education Teachers and Administrators under Title III of The Adult Education Act, P.L. 91-230, the following charge was made: "To study and assess current expressed needs of adult education personnel and explore possible future needs". More specifically, "The study to determine needs will seek to identify such needs for training as expressed by adult education personnel and will seek to anticipate those training needs which will be generated in the future". In a clarification document of addendum, jointly agreed upon by project staff and USOE staff, the focus of this Survey of Needs was further sharpened as follows: "In reference to the survey for ABE training needs, the survey will concentrate on the following:

"A. A sample of practitioners to be surveyed including:

1. State Directors
2. Local Program Administrators
3. Teachers

State directors and local administrators will be surveyed for their own needs and their views concerning the needs of teachers. The sample will also reflect geographic population diversity.

B. A second portion of the survey will include training needs as identified by selected P.L. 309 projects."

The initial phase was completed on October 18, 1971, with the convening of the project's National Advisory Committee of 15 prominent adult educators,

selected nationally from academic institutions, USOE national and regional offices, State Directors of Adult Education, vocational education, volunteer organizations, local school systems, and other projects of special interest in ABE.

One outcome of this meeting was to have a profound effect upon the shape of the survey of needs. Following is a statement taken from the "Report of Phase I" which indicates the nature of this change: "In deciding what people really need, prior assumptions must be avoided. Instead, it is necessary that we get as much information as possible from the people themselves (ABE teachers, students, administrators)." This suggestion was agreed upon by members of the Advisory Council and the project staff. The charge to include students views in the Survey of Needs was subsequently carried out and became the most unique component of the study.

DEVELOPING THE SURVEY INSTRUMENT

Early in the planning of the Survey of Needs the project staff decided that the construction of a survey instrument would best be done by an outside research group who had expertise and experience in the preparation of such instruments.

Personnel from the Institute for Community Studies, a Kansas City based social research organization, and project staff members reviewed various pieces of the literature and drew from their own experience in divising the original instrument and a series of redrafts. Efforts were made to make the questions pertinent on the one hand and to avoid ambiguity on the other.

Most of the items on the survey center around the following topics:

1. Objectives of ABE
2. Student progress - testing and evaluation
3. Student feelings re progress, dropping out, motivation
4. Qualities of a good teacher
5. Materials
6. Grouping for instruction
7. Supportive services

It may be recognized that the finished instrument solicited from respondents a variety of facts, attitudes and perceptions. From these facets of information it was assumed that needs related to training might be extrapolated as well as directly inferred.

As contracted, The Institute for Community Studies, working closely with the project staff constructed three versions of the survey instrument. Twenty-one items were included on the student questionnaire, and thirty each on the teacher and administrator questionnaires. Twelve items were written in approximately parallel language and occur on all three forms. On these items, direct comparisions were sought between the views of the three groups surveyed. In addition, the following demographic information was indluded on the student form: 1) Racial/Ethnic Classification, 2) Sex, 3) Age, 4) Employment Status, 5) Part/Full Time Student, 6) Level, and 7) Compensation. Items 1 - 3 were requested on the Teacher Survey Forms and on the Administrator Survey Forms. Teachers and administrators were asked number of years in ABE/GED teaching and ABE/GED employment status (part or full time). Same information was asked of the administrator group.

Pilot instruments were constructed and field-tested in the Kansas City and St. Louis, Missouri ABE program. Modest revisions were made on the basis of this experience with project staff members and ICS personnel evaluating the results. Appendix B of this report contains copies of the instruments as revised and used in the Survey of Needs.

DATA COLLECTION PROCESS

In January, 1972, project staff members participated in a project progress review in Washington, D. C. with USOE Adult Education Division officials. It was learned during the meeting that, because of the nature of some of the information

required on the survey forms, it would not be possible under regulations to conduct the survey by mail as had been planned. Instead of mailing out a questionnaire form, the decision was made to select a considerably smaller random sample of ABE/GED programs in the United States and send interviewers to those programs to collect the data on-site. This is known as "drop down" sampling. It was felt that in this way a larger percentage of responses would be obtained per program visit, and since the interviewer would be present at the time of the collection of data, a higher quantity of usable data would be obtained.

The first request for mailing lists of local program administrators in ABE/GED was made by letter at the same time the State Directors' Survey was sent, November 1, 1971. (Results of this survey are reported in State of the Art Report, document #2 of this series)

As indicated in the State of the Art report, 47 State Directors responded to that questionnaire but only 38 followed through with the request for lists of local program directors in their respective states. The project worked with Regional Program Officers and contacted State Directors directly by letter and telephone in an effort to increase the percentage of responses. By the original deadline of December 1, 1971, only three lists had been secured but the follow-up efforts produced an additional 35 by January 19, 1972, at which time it was viewed as fruitless to pursue the effort further.

All regions were represented in the total of 38 mailing lists obtained, with at lease two states in each region submitting mailing lists. Lists were requested from 56 states, territories and U.S. Protectorates. The 38 lists submitted represented a 68% return from state directors. The total number of ABE students reported in 1971 by state ABE directors and verified by USOE

Division of Adult Education was 624,115. The total number of students represented by the 38 states which submitted mailing lists of its local ABE project administrators was 478,462. This indicates, based on states' reported figures, that the sample programs were drawn from a program pool representing approximately 76% of all ABE students. (Note: Reports to USOE include only ABE students even though most local programs also serve GED students.)

The total number of local ABE program administrators reporsented on the lists submitted by the 38 state ABE directors who complied with the project staffs' request to submit wuch lists was 1,858. The project staff had no way of determining what percentage of the total administrator population this number represents, since there is apparently no comprehensive list of local ABE Directors in the United States. (All data received from state directors is assumed to be accurate and complete for purposes of this study.)

Between March 3 and April 4, 1972, all appropriate Regional Program Officers, state ABE directors and local program directors received letters informing them of the site to be visited, the date of the visit and the name of the interviewer assigned. Five visits were made by members of the project staff and the others by qualified personnel in ABE/GED, all of whom had participated in a 309(c) funded summer institute at UMKC which was directed by staff members, John Sherk and Donald Mocker. Interviewers were sent the materials and trained by telephone in the procedures required.

It is considered one of the major strengths of the survey that each site was visited by qualified personnel who could attest to attendance and assure complete participation in the survey.

Based on national averages reported by USOE, the following sample sizes were expected to be produced for the three groups surveyed:

Local Administrators	Teachers	Students
26	240 (9.4 teachers per administrator)	3600 (15 students per teacher)

The following section (Drawing the Sample) indicates the "expected" vs the "realized" sample sizes for each site randomly chosen for the survey.

A final note on this aspect of the conduct of the survey. After checking and double checking our site visit plans with RPO's and state directors to be sure all 26 programs were viable at the time of the survey, it was found that, when visited, four programs were inoperative. One program site had been closed for a year prior to the survey date, but records submitted to the project by that state department did not so indicate. Another had been closed for five months prior to the visit. A third program had to be closed prior to our visit due to lack of funds. A fourth, for reasons unknown to all persons the project staff could locate, had closed for the year when visited. Four programs out of 26 represents 15%.

DRAWING THE SAMPLE

It was necessary to make an early decision on the size of the sample of students to be surveyed because of the anticipated lag time involved in setting up the administrative machinery required to collect the sample. At this time the size of the population of students was not known but a proposed estimate was that the population would number somewhat in excess of 400,000 students. The teacher population estimate was N = 16,000 and N = 2,000 as the size of the population of administrators. (The number actually reported in the 38 states represented was 478,462.)

With population size unknown, it was true a fortiore that no detailed information was available concerning various strata in the population that might be of subsequent interest.

In an earlier phase of the project a survey questionnaire had been designed which required each student sampled to choose one response from seven

or eight responses associated with each question. The project administrators were interested in the proportions of students selecting various responses to the questions.

The sampling distribution of interest in this context is the hypergeometric distribution. A sample size n is to be drawn from a population of size N in which $N \cdot p$ elements have a given characteristic and $N \cdot (1 - p)$ do not. For so large a population, however, an assumption of normality in the distribution of sample proportions is warranted, provided p, the population proportion, is not too close to zero or one.

Utilizing the assumption of normality, the following formula was used to indicate required sample size:

$$N = \frac{Z^2 \cdot (1 - p)/e^2 \cdot p}{1 + \frac{1}{N}\left[\frac{Z^2 (1 - p)}{e^2 \cdot p} - 1\right]}$$

Where n = sample size;

N = population size, (N = 400,000);

p = population proportion;

e = the proportionate part of p permissible as error;

and Z = the standardized normal variate which will yield a level of assurance, β, that the estimate will not exceed the permissible error, $e \cdot \beta$ $(0 \leqq \beta \leqq 1)$.

Values of n were calculated for various values of p, for β = .90, .95 and e = .05, .10, .15. The results of these calculations indicated, for example, that for β = .95, n should be approximately the values shown in the table below for indicated values of e and p:

Table: Approximate size of n, for indicated values of p and e, = .95

			e	
		.05	.10	.15
	.1	13,370	3,430	1,530
p	.2	6,055	1,530	680

The results of these calculations were presented to the project administrator with interpretation of their meaning. The administrator made a decision that the degree of reliability associated with values of β = .95, p = .1, and e = .10 was adequate for the survey and feasible from a cost standpoint.

Because of the various elements of vagueness and uncertainty surrounding the survey at this point, it was decided to increase the projected sample size from n = 3,430 to n = 3,600 as a safety factor.

On the basis of the "List of States by U.S.O.E. Regions" and using national averages of 9.4 teachers per administrator and 15 students per teacher, a sample of 26 sites was expected to yield about 3,600 students.

The actual survey realized totals of 22 administrators, 123 teachers and 1,182 students. These are ratios of 5.6 teachers per administrator and 9.5 students per teacher.

If these discrepancies indicate indeed that the actual population in ABE classes is substantially less than reported, then the confidence level of the realized survey remains largely intact.

The inherent difficulties in designing the study and drawing the sample are directly associated with the absence of both complete and accurate information in regard to viable operating programs, the numbers of teachers practicing in the field, and the numbers of students who are actually participating in the classroom activities in any given place and at any given time.

These findings support those reported in Part II: State of the Art and reinforce its recommendations in regard to the creation of a national uniform reporting system for ABE.

The final sampling frame consisted of sites reported by 38 State ABE Directors,* each site represented by a cluster composed of the local administrator, his teachers and their students. To assure the greatest chance for representativeness, a systematic random sample of clusters was taken. This is a procedure in which a random start is made among the first (N/n) items in the frame of the population and every (N/n)th item following is taken into the sample. This yields a sample of the desired size, n, which is drawn throughout the population.

The result of this sampling procedure is that each administrator had an equal chance of being included in the sample of administrators. The same statement applied to each teacher and each student, relative to those samples. This is true regardless of whether there is variation in the number of students or teachers among administrators.

Because the samples are not completely random (being systematic-cluster samples), the usual formulas related to standard errors are not strictly appropriate. However, the error introduced by using the simpler formulas will not be large enough compared to potential errors associated with the general lack of coherence in the population lists. To treat them as if they were pure probability samples is acceptable. Moreover, any error introduced is likely to be on the side of conservatism. To be sure of this, however, one would need to examine the ratio of between cluster variation to within cluster variation. Of the twenty-six sites chosen, four no longer had operating ABE programs. No replacement was considered.

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* A list of the 38 states in the sample frame and a map indicating sites visited appear in Appendix C.

The summary below shows the complete sample selected by the computer. In addition, the summary includes the "expected" vs "realized" sample after the data was gathered.

TABLE I
Expected vs. Realized Sample

Site	Administrator Code	Teacher Code	Class absent	Class realized
Missouri, St. Louis	1	1	-0-	9
		2	1	16
		3	2	8
		4	3	14
		5	-0-	-0-
Louisiana, Columbia	2	6	-0-	3
		7	15	20
		8	-0-	-0-
Virginia, Disputanta	3	9	6	4
		10	-0-	-0-
Virginia, Berryville	4	11	4	4
		12	3	8
Nebraska, Minden	5	13	-0-	3
Florida, Bloutstown	6	14	-0-	7
		15	5	9
		16	5	8
		128	6	2
		129	2	1
South Carolina, Dillon	7	17	-0-	13
		18	1	10
		19	-0-	-0-
		20	-0-	-0-
		21	-0-	24
		22	-0-	17
		23	1	21
		58	3	8
		59	1	5
		60	3	5
Puerto Rico, Cabo Rojo	8	24	3	12
		25	5	10
		26	2	10
		27	2	13
California, Compton	9	28	3	12
			6	3
		29	6	14
		30	7	7
		31	2	18
		32	15	7
		33	-0-	-0-
		34	3	12
		35	9	21

Expected vs. Realized Sample (cont'd.)

Site	Administrator Code	Teacher Code	Class absent	Class realized
North Carolina, Shelby	10	36	-0-	4
		37	-0-	5
		38	10	6
		39	-0-	4
		40	1	5
		41	-0-	10
		61	4	2
		62	2	2
		63	2	3
		64	-0-	4
		65	7	-0-
Penna., Lebanon	11	42	6	14
Penna., Williamsport	12	43	19	8
		44	19	9
		45*	4	26
Arizona, Mesa	13	47	12	5
		48	4	7
		49	6	4
		50	7	4
New Mexico, Santa Fe	14	51	3	9
			1	3
			2	2
		52	2	19
		53	7	12
			2	6
		54	3	7
			3	11
		55	2	6
		56	5	15
			4	4
			3	11
		57	-0-	-0-
New York, Hempstead	15	68	10	17
		69	-0-	34
		70	12	13
		71	-0-	33
		72	2	28
		73	5	23
		74	5	20
		75	10	15
		76	2	23
		104	-0-	10
New Jersey, Atlantic City	16	77	8	3
		78	4	2
		79	3	5
		80	4	2

*Teacher code no. 46 was not assigned.

Expected vs. Realized Sample (cont'd)

Site	Administrator Code	Teacher Code	Class absent	Class realized
New Jersey, Atlantic City, cont'd		81	-	4
		82	3	4
		83	4	10
		84	5	9
		85	2	10
		86	4	2
		87	5	4
		88	4	6
		89	3	5
		90	-0-	4
		91	3	3
Texas, Elgin	17	66	8	7
		67	3	11
Tennessee, Fayetteville	18	92	6	4
		93	8	10
		94	8	7
Alabama, Athens	19	95	-0-	28
		96	-0-	-0-
		97	-0-	4
		98	-0-	3
		99	-0-	2
		100	-0-	3
		101	-0-	20
		102	-0-	9
		103	-0-	3
Idaho, Pocatello	20	105	-0-	-0-
		106	2	-0-
		107	3	2
		108	3	5
		109	5	6
		110	3	8
		111	8	7
		112	5	5
		113	3	4
		114	9	17
		115	-0-	3
		116	9	6
		117	9	13
		118	7	7
		119	3	5
		120	-0-	-0-
		121	5	15
		122	2	3
		123	-0-	5
			-0-	5
			2	5
		124	[illegible]	20

Expected vs. Realized Sample (cont'd)

Site	Administrator Code	Teacher Code	Class absent	Class realized
Texas, Snyder	21	125	4	2
		126	6	3
		127	7	3
Texas, Houston	22	130	200	5
		131	4	9
		132	13	7
		133	-0-	-0-
		134	20	9
		135	-0-	-0-
		136	40	3
		137	-0-	-0-
		138	4	11
		139	9	4
		140	-0-	-0-

Summary

a.	Student Sample	1182
b.	Absent Students	797
c.	Expected Sample based on number teachers say are enrolled (A + B)	1979
d.	Using the national average of 15 students per class and 123 as the total number of teachers surveyed - expected sample would be	1860

In the opinion of the project staff that, while the national sample drawn was not the ideal sample, the decisions made concerning the selection of the sample as it has been described were sound decisions. Certainly every effort was made to protect the integrity of the selection process. There is no reason to believe that, if the same procedure were followed in a replication of this study that, barring chance deviations, the results would be substantially different than the observed results reported hereafter in this document.

Treatment of the Survey Data

QUESTIONNAIRE DATA PROCESSING

As the completed survey forms from ABE students, teachers, and administrators were received at the Project office in Kansas City, workers began coding the information on computer-readable data forms. Computer processing of the data forms was continuous until all material from the field had been included in the data bank.

In this manner, approximately 35,819 individual items of information were stored for analysis from survey forms. In order to enable the reader to gain some appreciation for how much data was gathered as a result of this survey, some of the following facts may be of interest. If one were to consider frequencies alone as the data to be handled, that is, the number of times each alternative was chosen in response to an item, for question #1 the data could be analyzed by directly comparing the 3 groups (one data display); five data displays could be developed on the administrator group; five data displays on the teacher group; and seven data displays on the student group. Therefore, a total of 18 separate analyses could be presented for question #1 of the survey. There are twelve items like #1 in the survey. If all these were treated, a total of 216 data displays could be developed. There are also 147 separate data displays which could be developed on the student group alone; 150 on teachers alone; 150 on administrators alone; 85 on teachers vs administrators. The total number of possible data displays approximately 748. Needless to say, the reader will not be subjected to 748 data displays in this report of the findings of the needs survey. What should be evident, however, is that

the project staff was again faced with the necessity of making decisions as to how to cull out of the mass of information available that which most succinctly and honestly represents the most important aspects of the opinions of the ABE teachers, students and administrators regarding teacher training for ABE classes.

The typical student as reflected in Appendix A is a Negro female between 18 - 24 years old who is unemployed. This student is functioning beyond the seventh grade level (probably in the GED program), part time (less than 30 hours per week), and is not receiving compensation for attending class. The typical teacher is a white male or female, public school teacher who is teaching part-time in ABE and has one or two years' experience in teaching adults. The typical administrator of the ABE program as indicated in Appendix A is a white male between 45 and 54 who is administering the program on a part-time basis, and has been doing so for one or two years.

SUMMARY OF STUDENT RESPONSES

In keeping with the unique quality of this survey, that being the input from students in ABE/GED classes, the results of the survey will be presented largely from the student perspective with teacher and administrator responses presented where contrasting and conflicting results were obtained.

Objectives:

Student Question

1. What do you hope to get out of ABE/GED?

331	Pass GED
239	Learn to read and write
175	Learn more than I know now
163	Learn what I need to get a job

The responses listed above appear in order of their popularity as indicated on the summary for the total student sample responding.

In contrast, data from the teacher administrator groups are presented below:

1. What do you think are the major objectives for students in the ABE/GED program?

		Teacher	Administrator*
A.	Attain Literacy	12	4
B.	Obtain GED	22	5
C.	Attain skills for employment	20	1
D.	Attain known potential in learing	9	4
E.	Receive training and job placement	8	3
F.	Improve self image from success in learing	28	3
G.	Qualify for higher education	1	0
H.	_____	1	1

This data is presented as an example so that the reader might develop understanding of the decisions made by Project Staff regarding the treatment of the raw data. The data above came from the first computer run after all of the data sheets had been processed. Several things concerning this data should be noted. First, the numbers of responses indicated for each alternative among the 3 groups varies considerable in accordance with the differences in sample sizes. Second, it should be recalled that these groups were not drawn independently since teachers and students are members of clusters selected from a frame representing only administrators. The only way independent samples could be drawn from these three groups at the national level would be in the case where assembling comprehensive lists of the student and teacher groups had been accomplished, and independent random samples could be drawn from three lists separately.

*Frequency totals throughout this document differ from sample totals because of failure of individuals to respond to specific questions.

This limitation prevents claiming that the views expressed by the various groups were statistically different in a significant way by direct comparisons of the obtained frequencies. They may, in fact, be different, but because cluster sampling was used as the method for drawing the sample, the ordinary statistical tests and procedures applicable in cases where samples are independently drawn may not be used in this study.

In order to obtain some understanding of whether teacher's, student's and administrator's choices among alternatives could be considered essentially similar or essentially different, a procedure of comparing expected frequencies with actual observed frequencies was utilized. By noting the way in which these responses were proportionately distributed over the alternatives, it is possible to see whether those same proportions would fit the response choices of another group. If these response choices are found similarly distributed for the groups of administrators, teachers and students, then there is a basis for suggesting that there is agreement between these groups on the item in question. The reverse is the case if the response choices are distributed in markedly different proportions for groups on an item. Further, the degree of divergence in views can be given a Chi square test between observed proportions of responses vs the expected proportions, derived from the responses of the comparison group.

Objectives

Following the procedure described above, data on the objectives of ABE/GED as seen by students, teachers and administrators will be analyzed in this section. Question #1 on the student, teacher and administrator survey form was correlated, except for alternative F. Following is a summary of the raw frequencies.

TABLE II

Student - What do you hope to get out of ABE/GED?

Teacher and Administrator - What do you think are the major objectives for students in the ABE/GED Program?

ALTERNATIVES	RESPONSES		
	Student	Teacher	Administrator
a. Learn to read and write/ attain literacy	239	13	4
b. Pass GED/obtain GED	331	27	5
c. Learn what I need to get job/ attain skills for employment	163	23	1
d. Learn more than I know now/ attain own potential in learning	175	11	4
e. Get job through program Receive training and job placement	53	8	3
G. Learn what I need to get into college Qualify for Higher Education. College	59	0	0

The table below shows the observed vs expected frequencies when the proportions of responses observed are compared.

TABLE III

TABLE III Alternatives	If Students had Responded as Teachers did		If Students had Responded as Administrators did		If Teachers had Responded as Administrators did	
	OBSERVED	EXPECTED	OBSERVED	EXPECTED	OBSERVED	EXPECTED
A Learn to read/write attain literacy	239	129	239	207	13	21
B Pass GED/att. GED	331	267	331	311	27	32
C Learn what I need to get job	163	228	163	52	23	5
D Attain potential in learning	175	109	175	207	11	21
E Get job through program	53	79	53	155	8	16
G Qualify for Higher Education	59	20	97	52	--	--
X^2	491		393		83	
Signif. Level	.01		.01		.01	

Examination of Table III indicates that there appears to be little congruence of opinion among the groups on objectives for ABE/GED as evidenced by proportions of alternate responses selected. All comparisons show such divergence that differences of this magnitude can be considered to be beyond chance differences.

Within the student sample, three major ethnic groups were identified as having sufficient representation for the purpose of comparing their views. These groups were Caucasian, Negro and Mexican-American. The views of these three groups on question #1 are compared below.

TABLE IV

TABLE IV Alternatives	If Caucasians had Responded as did Negroes		If Caucasians had Responded as did Mexican-Americans		If Negroes had Responded as did Mexican-Americans	
	OBSERVED	EXPECTED	OBSERVED	EXPECTED	OBSERVED	EXPECTED
A Learn to read/write attain literacy	49	88	49	82	116	108
B Pass GED/att. GED	155	97	155	65	128	85
C Learn what I need to get a job	43	58	43	47	77	62
D Attain potential in learning	62	44	62	77	58	102
E Get a job through program	17	14	17	47	19	62
F Learn, to help others Improve self image	13	33	13	26	43	34
G Qualify for Higher Education	18	23	18	13	30	17
X^2	76		171		87	
Signif. Level	.01		.01		.01	

Examination of Table IV indicates that there appears to be little congruence of opinion among the ethnic groups on objectives for ABE/GED as evidenced by proportions of alternative responses selected. Comparisons show such divergence that differences of this magnitude can be considered to be beyond chance differences.

Within the student sample the investigators were interested in comparing the responses of students working at different levels within the ABE/GED programs on question #1. The views of the student group on question #1 by levels is presented below:

TABLE V

TABLE V Alternatives	Beginning		Intermediate		Advanced	
	OBSERVED	EXPECTED	OBSERVED	EXPECTED	OBSERVED	EXPECTED
A Learn to read/ write/att. lit'y.	111	49	77	61	37	117
B Pass GED/att. GED	25	67	66	85	227	64
C Learn what I need to get job	33	32	40	40	76	77
D Attain potential in learning	20	36	61	45	86	86
E Get job through program	10	10	10	12	26	24
F Learn, to help others/Improve Img.	15	16	12	19	45	37
G Qualify for Higher Education	9	12	11	15	34	28
X^2	212					
Signif. Level	.01					

A similar lack of agreement on objectives as stated in question #1 is found here among students working at different levels. This, however, could have been anticipated when one considers those level I students whose goals might understandably be short term literacy type goals, vs the advanced student whose goals may be the GED, a diploma and perhaps higher education.

In summary, it can be stated with some confidence that very little agreement exists among those actively engaged in ABE/GED programs as to the goals of the programs. What can be stated with reference to the basic nature of this lack of congruence of opinion among all groups? Below are listed the most popular choices, in numeral order of their occurrence between the three groups.

Student	Teacher	Administrator
Pass GED	Improve self Image from success in learning	Obtain GED
Learn to Read and Write	Obtain GED	Attain Literacy
Learn more than I know now	Attain skills for employment	Attain own potential in learning.

It is interesting to note that the teacher groups did not select "attain literacy" as often as students or administrators did. This fact may be related to some rather significant pieces of information obtained on other portions of the Project Staff's report.

Student Question

2. Who do you think decides what you study in Class?

195	A	People who run the program
523	B	The teachers
143	C	The student
67	E	The people who publish the materials we use
31	F	Employers
148	G	The people who write the GED and other tests we take
28	H	No answer
*13	D	The community

Forty-four percent of the students think teachers decide the content of the educational program for them. If alternatives A, B and G are taken together 77% of the students think the content of their program is determined by someone in or associated with the "educational establishment": administrators, teachers or test-makers. A relatively small 12.6% think that students decide what they study in ABE/GED.

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* Not correlated with teacher-administrator form

Teacher-Administrator Question

4. Who formulates objectives for students in your class?

	FREQUENCIES			
	Teachers		Administrators	
A Program Administrators	13		4	
B Teachers	31		6	
C Students	14	[52%]	1	[45%]*
D Teachers and Students	44		8	
E Publishers of Materials	1		1	
F Employers	1		0	
G Those who write GED and other tests	7		0	

If one accepts "what you study" on the student item as being parallel with "objectives" on the teacher-administrator forms, then a rather different viewpoint shows itself between the groups on this item. On alternatives C and D above, both of which link students in the process of setting "objectives", 52% of the teachers and 45% of the administrators indicate the student has a part in deciding what he will study. Put another way, 44% of the students vs 27% of the teachers think teachers decide the objectives of "what you study"; and 44% of the students vs 30% of the administrators think teachers decide. Reference to Tables II, III and IV in Appendix A indicates that these observed differences are larger than chance differences and are statistically significant beyond the .01 level of confidence.

Why this phenomenon has occurred is not clear. Students, teachers and administrators in this survey were drawn from the same programs. If teachers and administrators believe the student does help in deciding what is to be

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* Brackets are used in tabular material to draw attention to certain data.

the "content" or "objectives" of the student's program, the students, by and large do not appear to be aware of it.

Student Question

3. Who do you think should decide what you study in class?

161	A	The people who run the program
559	B	The teachers
234	C	The students
34	E	The people who publish the materials we use
17	F	Employers
113	G	The people who write the GED and other tests we take
*18	D	The community

Forty-nine percent of the student sample state that teachers should decide what they study in class. Combined responses on A, B and G above, the so-called "educational establishment", accounts for 71% of the student response total. By inference these choices indicate that students think, by and large, students should not decide what they study in class. Only 11.4% of the student's responses indicated students should have input in what to study in class.

Teacher-Administrator Question

5. In your opinion, who should formulate the objectives for students in ABE/GED classes?

A	Program Administrators	13		4	
B	Teachers	15	[13%]	0	
C	Students	16	[69%]	3	[81%]
D	Teachers and Students	62		14	
E	Publishers of Materials	0		0	
F	Employers	2		0	
G	Those who write the GED and other tests	5		0	
H	_____				

_____

* Not correlated response with teacher-administrator form

In this area of objectives or "what you should study", there appears to be an equally wide variance in opinion between students on the one hand and the teacher/administrator groups on the other. While 49% of the students state that teacher should decide "what we study", only 13% of the teachers concur on that, and none of the administrators agree. High percentages of teacher-administrator responses (69% and 81% respectively) include students in this aspect of ABE/GED activity. From a statistical standpoint, reference to Tables II, III and IV in Appendix A indicates that teachers and administrators views coincide; that is, the distribution of responses over alternatives is not statistically significantly different. However, when student responses are compared with teachers', the distributions of responses are so wide that a X^2 (chi-square) of 1870 is obtained which indicates a difference far beyond the chance level. Similarly, there is a statistically significant difference between students' and administrators' response proportions on this item. (Refer to Table III, Appendix A).

Student Question

4. How do you know how well you are doing in class?

* 70	C	Special published tests
283	B	Teacher made tests
105	D	Where I am in programmed materials
137	E	Tests in the book we use
219	F	Teacher tells us
214	G	By how well I do in class
102	A	I don't know

* Note: Order of response alternatives changed to match teacher and administrator answers.

Twenty-four percent of the students indicated teacher-made tests as the way they know how they are doing in class. If one were to combine B, F and G above as teacher directed modes of informing the student, then 61% of the students chose one of these three alternatives. Conversely, fewer than half chose printed items such as regular or programmed texts and standard tests as useful to them for this purpose.

Teacher-Administrator Question

6. How is student attainment of program objectives measured in your program?

		Teacher	Administrator
A	Standardized tests	16	6
B	Teacher-made tests	24	5
C	Programmed material progression	17	1
D	Tests in books or other published instr. mat'l.	9	1
E	Teacher observation	28	6
F	Class participation	12	1
G	Daily class work	2	0

If "student attainment of program objectives" is considered parallel to "how well you are doing in class" on the student survey, then the proportions observed between students' choices and teachers' choices do not vary widely on this item. Twenty-two percent of the teachers vs 24% of the students chose Teacher-made tests as the means by which they learn of their progress or the attainment of goals. There appears, however, to be a difference between the students, teachers and administrators on the use of standard tests for this purpose. Approximately 6% of the students, 14% of the teachers and 30% of the administrators selected standard tests as a response to this item. Apparently students place less personal reliance on this as a means than do teachers, and considerably less than administrators do.

Student Question

5. What does (or would) happen if the teacher told you how well you are doing every day or so?

200	A	It would keep me from getting behind
90	B	It could be discouraging if I weren't doing well
474	C	It would let me know what I need to work on
17	D	I wouldn't be so confused about the class
243	E	I would feel the teacher was more interested in what I am doing
42	F	I would rather wait until the end of the class
48	G	It wouldn't make any difference

Forty percent of the students chose alternative "C" an item which implies attention to personal progress. Twenty percent of the students chose alternative "E" which has to do with the student's perception of the teacher's interest in him and his progress. It is difficult to determine whether this item is tapping an actual or an hypothetical situation in the students' experience. That is, perhaps it is true that teachers do tell students how well they are doing every day or so, in which case, the item is a reflection of the situation as it exists in the classroom. In any case, the most heavily loaded choices C, E and A are clear indications of students' feelings in regard to this question. Examination of contingency Table VIII, a breakdown of the student group by level, indicates concurrence of opinion and no significant difference in view between beginning, intermediate and advanced students on this item. All seven breakdowns in the student categories indicate response choice "C" as the most popular one in the array.

Student Question

6. Do you think you would learn just as much without tests?

YES	287
NO	775

Seventy-three percent of the students indicated that they would not learn as much without tests. This might be interpreted as meaning that a high percentage of students responding to this item expect to be tested. It must be remembered, however, that the number of students in the sample (N=1182) did not reach the expected level (N=3600). It may be that this high rate of absenteeism is related to the fear of tests or of being tested. Nevertheless, of those who did attend class and were included in the survey, their opinion on this matter is clear.

Student Question

7. If yes (that is, you think you would learn as much without tests) how would you know how well you are doing?

159	A	Talk things over with the teacher
9	B	Talk things over with the counselor
42	C	By how fast I am learning what she is teaching
40	D	I know how well I am doing and what I need to learn
33	E	By my daily work
27	F	By whether I know the answers in class
4	G	By talking things over with my friends

Fifty percent of those who answered "yes" to the prior question, indicated on this item that, as a substitute for testing, a talk with the teacher would be sufficient to indicate how they were doing in learning.

Student Question

8. How did you feel when you first started in ABE or GED?

749	A	That it was a chance to improve myself
92	B	I was afraid the work would be too hard for me
23	C	I was afraid the class would be a waste of my time
27	D	The testing and grading worried me
139	E	That I would learn what I really needed
44	F	That I had a long way to go
* 15	G	I wished more of my friends were in the class

* Not correlated with teacher-administrator form

Sixty percent of the students chose alternative "A", "a chance to improve myself". If those who chose alternative "E", which is, on the surface, a very similar alternative were added, then 72% of the students responded in what might be termed a "positive" view. The alternatives which had negative aspects, such as "too hard", "a waste of time", "worry", "long way to go", did not turn out to be popular choices.

Teacher-Administrator Question

11. How do most students feel when they first enter an ABE/GED class?

		Teacher	Administrator
A	That it is a chance to help themselves	29	7
B	Afraid they won't be able to succeed	25	4
C	Afraid the class won't be helpful	1	0
D	Worried about testing and grading	12	4
E	Hopeful that they will learn what they really need	19	4
F	Ashamed of how much they don't know	13	3

Twenty-nine percent of the teachers and 31% of the administrators chose alternative "A" which corresponded with 60% of the students who chose this one. On alternative A and E combined, 58% of the teachers' and 50% of the administrators' responses could be classified as "positive" in nature, contrasted with the 72% figure for the students. Thus, it can be seen that, on this question, teachers and administrators see students' feelings in a more negative light than do the students see themselves. Interestingly, 50% of the teachers' and administrators' responses were distributed over the "negative" distractors, whereas only 15% of the students' responses indicated this type of negativism. Again, it must be pointed out that the total anticipated student sample was not realized in this survey. It may well be that many of those students who would have chosen to respond to the negative distractors were not in class and therefore, the picture presented only represents "attending", positive-attitude

students. From a statistical standpoint, Tables II, III and IV in Appendix A indicate that the proportions of responses as distributed over the distractor are significantly different beyond the chance level for the three groups. Referring to Tables V, VI and VII, Apendix A, when comparing the three major ethnic groups of students (Caucasian, Negro, Mexican-American) represented the the proportions as distributed over the distractors are significantly different at a level beyond chance.

Student Question

9. How do you feel now?

531	A	I've really learned a lot
106	B	I try hard, but, I haven't learned too much
19	C	I haven't learned anything important yet
84	D	It is easier than I thought it would be
272	E	When I finish I think I'll be able to do what I want
22	F	I wish some of my friends would take GED classes
33	G	Some classes have been helpful, some haven't

Forty-five percent of the students chose alternative "A", "I've really learned a lot". When combined with equally positive alternative "E", a total of 68% of the student group's responses can be characterized as "positive" in regard to their current feelings about their ABE/GED program. Only 9% of the students selected the most negative of the alternatives, "B".

Student Question

10. Many of the students who start, stay until they complete the courses or get their GED. Why do you think these students stay?

727	A	They feel that what they are learning is helpful
74	B	They like the classes
14	C	They just won't quit
31	D	They are the smarter ones
27	E	They are the ones that learn a lot
25	F	Their family or friends keep pushing them to stay
214	G	The course is the only way they have of getting what they want

Sixty-two percent of the students chose alternative "A", an alternative which indicates a positive view towards a personal goal. This combined with "G", "getting what they want" represents 80% of the student group and reinforces the student attitude of purposeful, goal directed learning activity. The other alternatives might be investigated further for importance in student response and behavior.

Teacher-Administrator Question

12. Many of the students who enter an ABE/GED program stay until they complete the course or obtain their GED. What are the primary reasons for these students staying in the program?

A	Feel what they are learning is useful	33	12
B	Like the classes	1	0
C	Determine to finish	16	4
D	Superior intelligence	1	0
E	Successful in learning	21	1
F	Support of family and friends	3	0
G	Only chance to better themselves	28	4

Thirty-two percent of the teachers vs 62% of the students feel that students stay in the program because what they are learning is helpful. A combined total of 59% of the teachers responded to alternatives "A" and "G" compared with 80% of the student group who chose these distractors. Fifty-seven percent of the administrators chose alternative "A", which is closer than the teachers to the student's percentage of 62%. Seventy-six percent of the administrators chose "A" and "G", which is very close to the students' total of 80% for these distractors. Again, in terms of the students' view on this matter, it appears as if the students are expressing differing views on why certain students stay in the program. Whereas 20% of the teachers chose as a reason "They are

successful in learning", only 2.3% of the students chose this alternative.

From a statistical standpoint, the differences between proportions of responses as distributed over the alternatives on this question are significantly different beyond chance as inspection of Tables II, III and IV, Appendix A, will indicate. The same is true of the proportions of choices represented by the three major ethnic groups as indicated in Tables V, VI and VII, Appendix A.

Student Question

11. Some students who enter an ABE or GED class drop out before they complete the course or get their GED. Why do you think most of them drop out?

132	A	Something better comes along
178	B	They think the course is a waste of time
93	C	The class is too hard for them
237	D	They have too many other problems
28	E	They get sick
46	F	They are the ones who aren't too smart
395	G	They aren't determined enough

Thirty-three percent of the students chose alternative "G", "They aren't determined enough". Based on prior impressions, perhaps one might not have predicted that student responses would have bunched upon this distractor. Further, this question, unlike others, has no distractor which a clear majority of the students choose. Twenty percent of the students chose "Too many other problems" to explain the dropout question. Fifteen percent say dropouts "Think the course is a waste of time".

Teacher-Administrator Question

13. Some students who enter an ABE/GED program dropout before they complete the course or obtain their GED. What are the primary reasons for dropping out?

		Teacher	Administrator
A	A better opportunity comes along	5	0
B	They don't feel the course is useful	5	4
C	They aren't successful in learning	17	5
D	They have too many other responsibilities	39	8
E	Poor health	1	0
F	Lack of intelligence	3	0
G	Lack of determination	24	3

Approximately twice the proportion of teachers and administrators chose alternative "D", "Too many other responsibilities" to explain students dropping out of the program as did the student group. Like the students, however, there appears to be no concensus in either group as to the cause of the dropout problem in ABE/GED programs. Tables II, III and IV, Appendix A indicate that the distribution of response proportions among the distractors is statistically significantly different beyond the chance level for the student, teacher and administrator groups on this question.

Student Question

12. Some students seem to have difficulty learning what they want to in ABE/GED classes. What do you think their biggest problems are?

54	A	The teacher
39	B	The materials used aren't any good
85	C	The class is boring
102	*D	The class is too hard
379	*E	They don't have enough time to study
24	*F	The work is too easy most of the time
357	*G	They have too many other things to worry about

*Not correlated with teacher-administrator forms

Thirty-two percent of the students responded that students in ABE/GED classes have their biggest problems in learning because they don't have enough time to study. Thirty percent of the students indicated that "They have too many other things to worry about". These two distractors, which account for 62% of the student responses, appear to be somewhat related, in that they imply that the demands of the adult students' schedule outside class have the most to do with the problems they have in learning.

Teacher-Administrator Question

14. What are your biggest problems in helping students attain their objectives?

		Teacher	Administrator
A	I don't have enough training (in ABE/GED teaching)	7	4
C	Poor materials for teaching	14	0
E	Lack of student ability	10	0
F	Students don't have enough time to study	33	4
*B	I don't have enough time to prepare	2	2
*D	Lack of student motivation	18	9
*G	Insufficient funds for the program	9	2
*H	_____	15	

Approximately the same proportion of teachers as students selected "Don't have enough time to study" as the biggest problem students have in learning. About 20% of the administrators chose this response, also. However, 43% of the administrators chose "Lack of motivation" as the students' biggest learning problem. Interesting to note that, what might have been regarded as the big problem variable did not turn out to be such: teacher and preparation, materials, student ability, and funds.

Student Question

13. How could the teacher or someone on the staff help these students?

272 A Teach so that all of us can learn something
195 B Give everyone a chance to take part in class
116 C Explain to us how we are doing
*44 D Pay us to come
177 E Show us how we can use what we are learning
59 F Have employers or old students come and tell us how we will be able to use what we are learning
216 G Have teachers or counselors who will listen to us when we have problems.

* Not correlated

From the array of responses obtained from students there appears to be no concensus as to what is the best thing to do for students who have problems in learning. The highest percentage of students (23%) chose "teaching so that all can learn something" as the best thing to do. Closely following (18%) said "have teachers or counselors who will listen to us when we have problems" as the best thing to do.

Teacher-Administrator Question

15. What are the most effective ways a teacher can motivate students?

	Teacher	Administrator
B Structure the teaching so everyone can succeed	22	5
C Structure the class so everyone is expected to participate and feel they are a part of the group	21	5
D Demonstrate the student's success to him through a series of progress checks	4	1
E Demonstrate the relationship between what they are learning and the students' goals	6	5
F Bring in employers or previously successful students to talk to the class	1	0
G Exhibit a personal interest in the students	32	5
*A Be as knowledgeable as possible about the subject (they are teaching)	16	1

The alternatives selected most frequently by teachers and administrators corresponded to those selected by students on this question. Although the observed proportions distribute themselves in a statistically significantly different way, there is the suggestion that this is a function of the size of the numbers involved, rather that an actual difference in the opinions held by these respective groups.

* Not correlated

Student Question

14. What do you like best about your favorite ABE/GED class?

345	A	The teacher was friendly and liked us
379	B	The teacher knew what she was teaching
217	C	I learned a lot
59	D	We did lots of interesting things
15	E	We got paid for going
12	F	The other people in the class
18	G	Haven't had any I liked

Thirty-two percent of the students selected "The teacher knew what she was teaching", followed closely by 29% who selected "The teacher was friendly and liked us". The difficulty here is in interpreting what these distractors were suggesting to the student. It is possible, on supposes, to have a teacher who incorporates by "A" and "B". The item suggest, however, of these two that the student selects which-one he likes best.

Teacher-Administrator Question

15. What are the most effective ways a teacher can motivate students?

		Teacher	Administrator
*G	Exhibit a personal interest in the students	32	5
*A	Be as knowledgeable as possible about the subject they are teaching	16	1
*B	Structure teaching so everyone can succeed	22	5

Alternatives *G, *A and *B above on the Teacher and Administrator forms correspond with items A, B and C of the Student form as displayed under the previous question. The observed proportions on these three items account for 79% of the student response total and 68% of the teacher total. It therefore appears that there is some concurrence of opinion on this important question

of student motivation. Similarly, there appears to be agreement in the observed proportions distributed over these response choices, as indicated above.

Student Question

15. When a student really likes class, how does he act?

702	A	He is interested in what he is learning
26	B	He talks a lot in class
37	C	He is friendly to the teachers and students
92	D	He gets his work done
123	E	He always comes
*19	F	He is quiet and respectful
114	G	He takes part in what is going on

Sixty percent of the students responded "He is interested in what he is learning" as indicative of the fact that a student likes a class. None of the other responses attracted a significant proportion of the students' opinions, even though some of the others, such as "He always comes" or "He takes part in what is going on" are somewhat more observable manifestations of liking class.

Teacher-Administrator Question

16. What characteristics describe a motivated student?

	Teacher	Administrator
A He likes the class	16	1
B He is highly verbal in class	3	0
C He is friendly to teachers and other students	1	1
D He is diligent in the completion of assigned work	29	2
E He has excellent attendance	20	10
F He is cooperative in class	7	2
G He participates in class	16	5

In this item again one must accept the proposition of the instrument makers that "a student really likes the class" means the same thing to

* Not correlated

students that "a highly motivated student" means to teachers and administrators. Accepting this allows for a comparison of views between the groups. Only 15% of the teachers chose the alternative which purports to be the parallel of the one which 60% of the students chose. This may be due to the fact that they may not be parallel. Does "He is interested in what he is learning" mean the same thing to students as "He likes the class" means to teachers? In any case, the teachers' opinions were more broadly distributed over the more "observable" manifestations of what might be motivation, such as "completion of assigned work", "attendance", "participation". Forty-five percent of the administrators chose "attendance" as the characteristic which best describes a "motivated" student. It is apparent from the figures that on this item that opinion between the three groups is divided. It may well be, however, that the reason has more to do with the inadequacies of the items as stated than with an actual difference of opinion.

Student Question

16. What is most important in an ABE/GED teacher ?

504	A	Someone who really knows the subject she is teaching
297	B	Someone who listens to the students and tries to understand them
113	C	Someone who can talk so we can understand
49	D	Someone who expects different students to do different things
55	E	Someone who really knows how people learn
52	F	Someone who is interesting
28	G	Someone who knows what the real world is like

Forty-two percent of the students responded that, to them, "knowledge of the subject she is teaching" is most important in an ABE/GED teacher. Other alternatives which were thought to be important teacher qualities from the students viewpoint were not as popular. "Someone who listens to students and

tries to understand them" was chosen by 25% of the student sample. Nine percent chose "Someone who can talk so we can understand them". These latter two choices appear to have something to do with the students' perception of teaching as a process of communicating rather than that which is implied in "A", the teacher as a "transmitter" or "conveyor" of information.

Frequency of Student Responses According to Educational Level

		Beginning	Intermediate	Adavnced
A	Knows the subject	93	119	267
B	Listens to students/tries to understand	70	80	132
C	Talk so we can understand	17	28	60
D	Expects different stu. to do diff. things	9	9	30
E	Really knows how people learn	18	13	20
F	Someone who is interesting	10	20	18
G	Knows what the real world is like	7	4	15

Chi Square = 24 Sig. Level .05

It was felt that, perhaps on this question, the level on which the student was working might have something to do with how he responded. That is, the more advanced students (of which there were greater numbers in this sample) might choose "competency in teaching a subject", which is implied in "A", more frequently than beginning students, who might choose "Someone who can talk so we can understand". To some extent this happened, although the distributions of responses by level of student with respect to the most popular choices "A", "B" and "C" above are very similar. In addition to the statistical significance of the proportions for the alternatives on this question, breakdown by ethnic groupings are significantly different as examination of Table VI and VII, Appendix A will indicate.

On a related question for teachers and administrators, the following responses were obtained:

Teacher-Administrator Question

24. What kind of additional training do you think would be most useful to you in your teaching?

14	*A	Courses to increase my knowledge about the subject(s) I teach
15	*C	Training in how to better relate to the students
28	B	Training in effective teaching procedures
7	D	Training in materials preparation
25	E	Visiting other teachers to observe successful techniques
8	F	Training centered around the problems of individual teachers
8	G	I don't feel I need any

Analyzing these results in comparison with the students' responses on what is most important in an ABE/GED teacher, 42% of the students chose the alternative "Really knows the subject she is teaching", but only 13% of the teachers chose the alternative "Courses to increase my knowledge about the subject(s) I teach". Twenty-five percent of the students selected "Someone who listens to the students and tries to understand them", whereas only 14% of the teachers chose "Training in how to better relate to the students". Combined, 67% of the students chose these two alternatives, whereas only 27% of the teachers chose the parallel alternatives on their questionnaire, a difference of 50% in proportion of response. The most popular choices of teachers on how better to prepare for ABE/GED teaching centered on "teaching procedures" rather than subject matter, which was the students' choice, and "observation of successful teaching techniques". Perhaps it is unfair to read too much into these results since the student probably cannot be expected to know whether "knowing how to teach" vs "knowing more subject matter" would make his teacher a better teacher.

* Correlated with "A" and "B" of previous student question.

Student Question

17. What kind of materials do you like best?

267	A	Those the teacher makes for us
127	B	Programmed
79	C	Books for elementary school students
161	D	Books for high school students
315	E	Special ABE/GED materials
77	F	Slides, tapes, films, etc.
62	G	Paperback books, newspapers, magazines, etc.

Results obtained in this item indicate that there is no clear preference for any single type of educational material among student responses. Surprisingly low percentages of student responses are observed on the programmed (11%) materials and paperback books, etc. (5%) alternatives. The highest choices of students tended to be on commercially prepared materials for ABE/GED classes and teacher-made materials. Whether student responses were influenced by a lack of students' knowledge or exposure to the other types of materials listed could not be determined.

Teacher-Administrator Question

17. What type materials have you found to be most effective in attaining your objectives with ABE/GED students?

		Teachers	Administrators
A	Teacher developed	25	8
B	Programmed	15	6
C	Materials prepared for elementary students	3	1
D	Materials prepared for high school students	2	0
E	Materials prepared especially for ABE/GED	39	4
F	Materials prepared for Multi Media Presentation	6	0
G	Paperback books, newspapers, magazines, etc.	11	1

The most popular choices of both teachers and administrators correspond, in general, with those of students on this question. While the proportions differ somewhat, there appears to be no dramatic difference of opinion on

this question. A much higher percentage of the administrators chose programmed materials than did students or teachers. Teachers tended to choose commercial materials especially prepared for ABE/GED classes more frequently than did administrators or students. Examining this question by level of student response, the following results were obtained:

Alternatives	Beginning	Intermediate	Advanced
A Teacher made	75	17	106
B Programmed	29	26	64
C Elementary material	29	32	17
D High School material	14	36	100
E Special ABE/GED material	52	82	162
F Multi Media-Slides, tapes, etc.	10	16	47
G Paperbacks, newspapers, etc.	15	12	31
H _____	224	221	527

As can be seen from the foregoing analysis, there appear to be marked differences in the type of materials for use in class depending upon the level of the student in the program. A higher percentage (33% vs 8% and 20% respectively) of beginning level students chose teacher-made materials as the type they like best than did intermediate or advanced students. Fifty-three percent of the intermediate and 49% of the advanced students chose either high school or special ABE/GED materials at the type they like best, whereas only 29% of the beginning students chose these alternatives. Overall, the students' responses tend to be centered on what might be considered the more "traditional" materials vs the more modern alternatives as suggested by the array of choices on this item. In addition, students, teachers and administrators as can be seen by their choices, rather unanimously reject the use of elementary materials, or those materials created to teach basic skills and intended to be used by children.

Student Question

18. What kind of classes do you like best?

368 A Reading, math, english, etc. taught all by itself
231 B Classes that combine reading, math, english, etc.
63 C Special, such as consumer economics where we learn math and other things
159 D "Employment preparation" classes where we learn all the things we need to get a job
272 E Classes that prepare us to pass a test, such as GED
27 F No answer

The students in this sample, in general, chose alternatives which correspond more to the "traditional" educational patterns and format considered to be taken from the public school model. Innovative patterns such as those in alternatives "C" and "D", classes in consumer economics and employment preparation were not chosen frequently by the students. This is a rather curious observation considering the (assumed) strong underlying theme of ABE/GED toward education as a means of enhancing a students' "employability" and his movement into higher economic strata in society.

Teacher-Administrator Question

20. In what type of instructional organization do ABE/GED students learn most effectively?

		Teacher	Administrator
A	Teach each basic skill as a separate class, reading, math, etc.	44	5
B	Combine basic skills in a comprehensive class	27	4
C	Teach basic skill, such as math, through a special interest class such as consumer economics	12	3
D	Teach all basic skills in relationship to "employment preparation"	16	5
E	Teach all basic skills in relationship to passing a specific test, such as GED	13	1
F	_____		

Observed frequencies of administrator and teacher samples on this question reinforce the findings of the student group. The most popular choices tend to cluster on the more traditional forms of school organization for instruction. The only exception is in the administrator group where 25% chose "employment preparation" as an alternative vs only 13% of students and 14% of teachers who chose the same alternative. Another difference is in the students' preference for classes to pass tests such as the GED (23%) vs the teachers' lack of enthusiasm (only 11%) and administrators (5%) for this type of class. A lack of information about educational alternatives may contribute to the tendency for all three groups to choose the more traditional education-type alternatives on this question.

There is an assumption made by some adult educators that adult experience and age characteristics, which require adjustments in traditional teaching behavior, are so pervasive that all facets of adult expectations for education are non-traditional. It is more reasonable to assume that past experience in school, however painful and unsuccessful, will have major impact upon the expectations of the adult student. Non-traditional expectations are likely to result from a re-education process.

It should also be noted when interpreting responses to this item that it is opinions which are being discussed in regard to the best instructional strategy. Research needs to be conducted to determine which strategy is indeed most effective and efficient. The results of such research once generally known might in fact alter the opinions expressed.

Student Question

19. Which type of teaching do you like best?

338 A When the teacher works with individual students
295 B When we have our own assignments and can work at our own speed
195 C When the whole class does the same thing and then we correct it
96 D Where there are teacher aides in the class to help us when we need it
165 E Classes with lots of discussion and helping each other
28 F When small groups get together to do the work

Students express a decided interest in individual rather than group-type classroom learning activities. Twenty-nine percent of the students chose "A", "When the teacher works with individual students", and 25% chose "When we have our own assignments and work at our own speed". These alternatives, which are chosen by 54% of the students indicate a preference for classroom activity organized by the teacher which allows for considerable attention to individual needs, rates and assignments. Less popular were the choices involving group-type activities such as discussions, group project work and lock-step lessons taught to the whole group by the teacher. Only 8% of the students chose the alternative which mentioned teacher aides.

Student Question

20. In what kind of class do you think you would learn most?

54 A Where everyone is the same sex
94 B Where everyone is about the same age
139 C Where everyone knows about the same things
46 D Where everyone is about as smart as I am
582 E Where everyone wants to get the same thing out of the class
192 F Where the students are all kinds
34 G _____

It is clear from the results of this question that the largest proportion of students want to be grouped according to the purpose of the class or

according to "subject" or "skill" or "information" to be taught in the class. That is, they want to be in a class where everyone is seeking to attain similar objectives and are pursuing common interests in learning. Far less popular were the choices having to do with sex, age, ability, achievement level or heterogenous grouping plans. This question elicited one of the highest degrees of concensus of the entire student survey among students.

Teacher-Administrator Question No. 29

	Teacher	Administrator
A Sex	3	0
B Age	4	0
C Achievement level	40	11
D Ability	22	0
E Interests of student	18	8
F They shouldn't be grouped in any special way	24	2

On this question the survey reveals one of the largest divergencies of opinion between teachers vs administrators vs students. The largest proportion of both teachers and administrators chose "achievement level" as the type of class grouping which results in the greatest student progress (35% and 52% respectively). Only 12% of the students chose this alternative. The alternative written to be parallel to the students' most popular choice (49%) "Where everyone wants to get the same thing out of the class" is on the teacher and administrator forms "Interest of students", which was chosen by 16% of the teachers and 38% of the administrators. As a group, teachers' choices were more disperate over the alternatives than were the administrators'

choices or students' choices on this item. It can also be stated with some assurance that grouping adult students by age, sex, and ability (IQ) are not popular with any of the three groups sampled in this survey.

Student Question

21. Which of the following special services have been helpful to you?

131	A	Medical check-up
27	B	Follow-up medical care
55	C	Eye test
18	D	Hearing test
125	E	Transportation to class
340	F	Counseling
186	G	Job placement as part of the program
38	H	_____
283		Blank

The most popular response on this item was "counseling" with regard to the most helpful special service available to the student through the program. It also may be the most common one and/or the only one available of those listed. It is also interesting to note that 24% of the students left this question blank, perhaps indicating that, of the alternatives listed, none were available to the students sampled in the 26 programs randomly chosen in this survey.

Teacher-Administrator Question

30. In your opinion, what supportive services have been helpful to your students?

		Teacher	Administrator
A	Medical check-up	3	0
B	Follow-up medical care	0	0
C	Eye test	4	0
D	Hearing test	1	0
E	Transportation to class	29	3
F	Counseling	40	11
G	Job placement programs	20	3
H	_____	2	2
	Blank	16	3

The most popular choice of teachers and administrators on this question was the same as the students' most popular choice "counseling". Thirty-four percent of the teachers and 50% of the administrators chose this alternative. Job placement ranked low on all three groups as a helpful supportive service, having been chosen by 16% of the students, 17% of the teachers and 13% of the administrators. It may be that, of the programs randomly chosen for study in this sample, supportive services are weak or in the case of students, unavailable.

General Discussion of Student Responses

A. ETHNIC BREAKDOWN

The random selection of 26 ABE/GED programs throughout the U. S. and territories yielded the following distribution of ethnic groups:

GROUP	NUMBER
Caucasian	392
Negro	510
Oriental	17
American Indian	43
Mexican American	93
Puerto Rican	59
Other Latin	42
Other	17
Blank	39

Insofar as the results of this survey are concerned with how each group responded to the questions on the survey form, it must be borne in mind that judgements based on such small numbers must be taken as only suggestive. At best these data can only suggest where real differences between groups might exist. From a statistical standpoint, only three groups were subjected to a comparison of responses; Caucasian, Negro and Mexican-American. Examination of the Tables numbered V, VI and VII, Appendix A will indicate that practically all of the comparisons made of the proportionate distribution of responses over the alternatives for each question on the survey were significantly different. This can partially be attributed to the characteristic of the statistical procedure used to compare the response frequencies, and partially

to the fact that, in randomly selecting questions and suggested responses with no prior information about how people will respond to them, the likelihood of getting anything but a statistically significant difference between the groups on their response patterns is very low.

There are several questions upon which there differences in opinion between the ethnic groupings responding on this survey. These questions will be reviewed in the following section.

Student Question - Ethnic Breakdown

1. What do you hope to get out of ABE/GED?

		Percent of Ethnic group responding to:							
		Cauc.	Negro	Oriental	Am. Ind.	Mex.	P.R.	O.L.	O
a.	Learn to read and write	13	23	[41]	9	20	[40]	[30]	18
b.	Pass GED	[40] *	25	18	23	16	10	7	24
c.	Learn what I need for job	11	15	24	16	12	19	13	6
d.	Learn more than I know now	16	11	6	20	19	14	25	12
e.	Get job thru program	4	4	0	5	12	0	7	0
f.	Learn something that will help me to help others	3	8	0	[18]	6	9	5	12
g.	Learn what I need to get into college	5	6	6	0	3	5	5	6
h.	Other	3	3	0	0	6	2	2	18
	Blank	4	5	6	9	5	2	5	6

Orientals, Puerto Ricans and Other Latins marked "Learn to Read and Write" more frequently than other alternatives. Caucasians chose "Pass GED" by about the

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* The reader is reminded that brackets are inserted to draw attention to certain data.

same proportion. More than twice the percentage of American Indians chose the alternative "Learn something that will help me help others" as did any other ethnic group. Very few of the members of any of the groups chose "Get a job through the program" or "Learn what I need to get into college". These are apparently not to be considered in setting priorities for objectives according to the data on this survey.

Student Question - Ethnic Breakdown

12. Some students seem to have difficulty learning what they want to in ABE/GED classes. How could the teacher or someone on the staff help these students?

	Percent of Ethnic group responding to:							
	Cauc.	Negro	Oriental	Am. Ind.	Mex.	P.R.	O.L.	O
a. Teach so that all of us can learn something	15	[27]	18	[32]	14	[33]	[25]	29
b. Give everyone a chance to take part in class	14	16	12	20	21	26	13	18
c. Explain to us how we are doing	9	10	[29]	9	11	7	10	12
d. Pay us to come	5	4	0	2	0	2	0	0
e. Show us how to use what we are learning	18	12	24	9	[23]	7	22	6
f. Bring back old students, etc.	6	5	6	5	4	3	5	0
g. Teachers or counselors listen to problems	[23]	17	12	11	13	17	15	6
h. Other	3	2	0	2	2	2	2	6
Blank	7	7	0	9	12	3	7	24

Negroes, American Indians, Puerto Ricans and Other Latins chose "Teach so that all of us can learn something" more frequently than the other alternatives.

Caucasians chose "Have teachers or counselors who will listen to us when we have problems", more frequently. Orientals chose "Explain to us how we are doing", and Mexican-Americans chose "Show us how to use what we are learning".

Student Question - Ethnic Breakdown

18. What kind of classes do you like best?

	Percent of Ethnic groups responding to:							
	Cauc.	Negro	Oriental	Am. Ind.	Mex.	P.R.	O.L.	O
a. Rdg. math, English, etc. taught by itself	26	[35]	[59]	[32]	24	[31]	22	[35]
b. Classes that combine Rdg., math, English	17	21	24	20	17	16	20	12
c. Special, consumer economics	4	6	0	2	1	16	10	12
d. Employment Prep.	11	10	6	20	[26]	29	[25]	6
e. Prep. to pass GED, etc.	[32]	21	12	20	17	3	13	18
f. Other	5	1	0	0	1	0	2	0
Blank	5	6	0	5	14	5	7	18

Negroes, Orientals, American Indians, Puerto Ricans and "Others" choose as their favorite type class separate subject classes in Reading, Math, English, etc. Caucasians choose GED Preparation type classes most frequently. Mexican-Americans and Other Latins choose "Employment preparation" type classes most frequently. "Consumer Economics" type classes were not popular among any of the ethnic groups.

Student Question - Ethnic Breakdown

19. What kind of teaching do you like best?

	Percent of Ethnic groups responding to:							
	Cauc.	Negro	Oriental	Am. Ind.	Mex.	P.R.	O.L.	O
a. When teacher works with individual students	[25]	[33]	[29]	[34]	[20]	[31]	10	12
b. When we have own assign. and work at own speed	[29]	[25]	24	[30]	14	5	[22]	[47]
c. When whole class does same and correct it	12	16	[29]	11	[20]	[38]	[22]	12
d. Teacher aides help us in class	9	5	12	9	16	9	10	0
e. Class with lots of discussion and helping each other	17	13	0	7	13	9	[22]	18
f. Small groups do the work together	1	3	6	0	3	5	5	0
g. Other	1	0	0	0	0	0	0	0
Blank	5	5	0	9	14	3	7	12

Caucasians, Negroes, and American Indians chose alternatives A and B proportionally representing a preference for rather "individual" programs of teaching in the classroom. Orientals, Mexican-Americans and Puerto Ricans chose A and C more frequently, which suggests a slightly different program pattern; some individual with some whole-group work. Class discussions, small group work and teacher aides do not appear to be popular choices of any large segments of the ethnic groupings sampled in this survey.

B. BREAKDOWN OF STUDENT RESPONSES BY STIPENED vs NON-STIPENED

Very little difference was found in the response patterns of students who were paid to attend ABE/GED classes vs those who were not paid. One question did yield a significantly different response pattern on this breakdown, however.

Student Question

21. Which of the following special services have been helpful to you?

	Stipend (#)	No Stipend (#)
a. Medical check-up	37	90
b. Follow-up medical care	9	16
c. Eye test	17	37
d. Hearing test	4	12
e. Transportation to class	26	97
f. Counseling	66	261
f. Job placement as part of the program	84	101
h. Other	10	26
Blank	50	219

From this breakdown it appears that in stipended programs, the job placement aspect of the services provided in addition to the educational program are seen as being more important than the same service offered to non-stipended students in other programs. The question about supportive services was left blank by 25% of the non-stipended students and 17% of the stipended students.

C. BREAKDOWN OF STUDENT RESPONSES BY AGE CATEGORIES

The following distribution by age categories was found when broken down by the age categories listed on the Survey Form:

Age Category	Number of Students
Under 18	87
18 - 24	399
25 - 34	285
35 - 44	184
45 - 54	161
55 - 65	88
Over 65	21

Fifty-six percent of the student group in the ABE/GED programs selected at random in this sample were in the age categories 18 - 34. The next two categories 35 - 54 years accounted for another 30% of the student sample. The students in the age categories over 55 years and under 18 years included only about 15% of the student sample. In general, and with the exception of the age category "over 65" years, of which there were only 21 students included, the responses of the students were similar on most questions included in the survey. The questions upon which there appears to be differences of opinions among the age groups are presented below.

Student Question - Age Breakdown

1. What do you hope to get out of ABE or GED?

		Percent of students responding to:						
		U. 18	18-24	25-34	35-44	45-54	55-65	Over 65
a.	Learn to read and write	15	12	16	19	[25]	[47]	[81]
b.	Pas GED	[34]	[29]	[32]	[33]	24	9	0
c.	Learn what I need to get a job	21	16	14	9	12	7	0
d.	Learn more than I know now	9	15	11	14	[22]	[19]	5
e.	Get job thru program	2	5	3	5	5	7	5
f.	Learn something that will help me to help others	5	7	8	8	5	3	5
g.	Learn what I need to get into college	9	7	6	5	1	0	0
h.	Other	1	4	4	3	3	3	0
	Blank	3	4	7	4	2	5	5

It can be seen from this analysis that there is a shift from selection of alternative "B" "Pass the GED" to "A" "Learn to Read and Write" after the age of 44. It appears that older students have more limited goals than do younger students. Most of the older students either "want literacy" or "want to learn more than I now know". This appears to be a solid conclusion and one which could probably have been anticipated. It also suggests that programming for older students, where the "pressure for higher education" is off, may be affected by this information.

Student Question - Age Breakdown

4. How do you know how well you are doing in class?

	Percent of students responding to:						
	U. 18	18-24	25-34	35-44	45-54	55-65	Over 65
a. I don't know	11	10	7	8	8	9	5
b. Teacher made tests	21	19	[24]	[22]	[30]	[35]	29
c. Special published tests	2	6	7	8	5	2	0
d. Where I am in programmed materials	2	9	8	13	10	7	10
e. Tests in the books we use	15	8	12	15	12	7	5
f. The teacher tells us	18	18	15	[21]	17	[23]	[38]
g. By how well I do in class	[23]	[22]	20	11	14	13	10
h. Other	3	2	2	1	1	0	0
Blank	3	4	5	2	3	5	5

The younger students chose "g" class progress most frequently on this question. The 25-44 age groups tended to choose "teacher tests" as the way they could get such information, as did the age groups 45-54. The older students tended to choose "f", "The teacher tells us" or "teacher tests" as the way they gained this information. Very few marked "I don't know" or "Books we use" or "Where I am in programmed materials". It is perhaps indicative that the ABE/GED student, regardless of age, depends upon the teacher to a large degree to find out how he is progressing in the program. "External indicators" were not popularly chosen by students in this sample.

Student Question - Age Breakdown

18. What kind of classes do you like best?

Percent of students responding to:

	U. 18	18-24	25-34	35-44	45-54	55-65	Over 65
a. Rdg., math, English taught by itself	22	[28]	[28]	[32]	[38]	[44]	19
b. Combined classes	10	16	20	22	20	24	[57]
c. Special, Consumer economics	11	7	3	3	6	2	0
d. Employment prep.	18	17	12	10	12	14	10
e. Classes that prepare us to pass tests, GED	[29]	23	[29]	27	17	5	0
f. Other	3	4	0	2	1	1	10
Blank	6	6	7	4	6	10	5

The most popular choices by age to the question concerning the type of class desired indicates that from under 18 through the 35-44 age category, students preferred either "a" "Reading, math and English taught all by itself" or "e" "Classes that prepare us to pass a test, such as the GED". In the age categories 45-54 and 55-65, higher percentages of students chose "a" "Reading, math and English taught all by itself". The "Over 65" category had the highest concentration on any one alternative, and it was 57% on "b", "Classes that combine reading, math, English, etc.". It appears that as in the other breakdowns by age groupings, older students are looking for something different in their ABE/GED classes than are younger students.

D. BREAKDOWN OF STUDENT RESPONSES BY SEX

The student sample included 429 males [36.7%] and 742 females [63.3%]. Examination of the response choices broken down by male-female indicates, in general, that there is agreement on most of the questions between these two groups. The data suggests that, in ABE/GED programs, there is a majority of females in attendance. There is no information contained in the survey which would explain why more females than males were found in attendance during the survey. The following questions are the ones upon which there seems to be disagreement between the two groups.

Student Question - Sex Breakdown

1. What do you hope to get out of ABE/GED?

	Percent of Students Responding to:	
	MALE	FEMALE
a. Learn to Read and Write	[26]	16
b. Pass GED	[24]	[30]
c. Learn what I need to get a job	9	16
d. Learn more than I know now	[17]	13
e. Get a job through the program	5	4
f. Learn something that will help me to help others	6	8
g. Learn what I need to get into a college	5	4
h. Other	3	3
Blank	4	5

Male students tended to select "a" "Learn to Read and Write" more frequently than did female students. Females chose "b" "Pass GED" more frequently than did males. With the exception of alternative "c", "Learn what I need to get a job", which males chose less frequently than females, the rest

of the choices were not popular and the proportions are approximately the same for both groups.

Student Question - Sex Breakdown

12. Some students seem to have difficulty learning what they want to in ABE/GED classes. What do you think their biggest problems are?

	Percent of Students responding to:	
	MALES	FEMALES
a. The teacher	6	4
b. The materials used aren't any good	5	3
c. The class is boring	9	6
d. The class is too hard	9	9
e. They don't have enough time to study	[26]	[34]
f. The work is too easy, most of the time	2	2
g. They have too many other things to worry about	[30]	[29]
h. Other	7	6
Blank	7	8

Approximately 1/3 of males and females chose "g" "They have too many other things to worry about" as the biggest problem students have in learning. A higher percentage of females (34%) than males (26%) chose "e" "They don't have enough time to study". The remainder of the alternatives attracted relatively few responses from males and females, and the proportions on those less popular choices appear to be similar.

E. BREAKDOWN OF STUDENT RESPONSES BY ENROLLMENT STATUS IN ABE/GED PROGRAM

The number of students in the survey who are full time in their ABE/GED program was 303 (26%) and 859 students (74%) were part time students. The

project staff has no data to indicate whether the 26% of the students in this sample who are full time students is a representative figure nationally or not. Based on prior assumptions, and without such data, the figure of 26% full time students does not seem to be a higher percentage than expected. Examination of the responses of students who were full time vs those who were not full time, based on the popularity and distribution of responses to alternatives showed few instances where they were marked differences of opinion between the two groups on the questions asked in this survey.

F. BREAKDOWN OF STUDENT RESPONSES BY EMPLOYMENT STATUS IN ABE/GED PROGRAM

The number of students who were employed in the student sample was 476 (46.4%) and the number of students who were unemployed was 549 (53.6%). Examination of the responses of students who were employed vs those who were not employed, based on the popularity and distribution of responses to alternatives showed few instances where there were marked differences of opinion between the two groups on the questions asked in this survey.

G. BREAKDOWN OF STUDENT RESPONSES BY LEVEL OF STUDENT IN PROGRAM - BEGINNING vs INTERMEDIATE vs ADVANCED

The number of students in the survey by level at which they are currently working was found to be as follows:

LEVEL	NUMBER	PERCENT
Beginning	245	21.2%
Intermediate	273	23.6%
Advanced	554	55.2%

More than 1/2 of the student sample were students working at the advanced level. The smallest number of students, according to this breakdown were

working at the beginning level. Without comprehensive data on the breakdown of ABE/GED students nationally by levels, it is difficult to determine whether this sample is representative of the ABE/GED student population. It does seem somewhat surprising, however, that the programs sampled had fewer beginning students than advanced students in attendance. Examination of the responses of students who working at different levels in ABE/GED programs indicated that there were some differences in choices of alternatives on several of the questions included on the survey. Those items are reported below.

Student Question - Breakdown By Level

1. What do you hope to get out of ABE or GED?

	Percent of students responding to:		
	Beginning	Intermediate	Advanced
a. Learn to read and write	[49.8]	[27.8]	7.3
b. Pass GED	11.2	[23.8]	[42.6]
c. Learn what I need to get a job	14.8	14.4	14.3
d. Learn more than I know now	9.0	[22.0]	16.1
e. Get a job through the program	4.5	3.6	4.8
f. Learn something that will help me to help others	6.3	4.3	8.4
g. Learn what I need to get into a college	4.4	3.9	6.4

As could be expected, beginning ABE students chose alternative "a" "Learn to read and write" more frequently than did intermediate and advanced students. Intermediate students chose alternatives a, b and d with approximately equal frequency. Advanced students chose alternative "b" "Pass the GED" more frequently than beginning or intermediate students. It seems fairly

safe to say that the objectives of students in this sample by level are specific and related to their present situation. In this sample of students learning for the purpose of "getting a job" or "getting into college" were not popular choices. The choice of short-term objectives seemed to dominate the choice of long term or abstract objectives among the students at all levels included in this survey.

Student Question - Breakdown by Level

14. What did you like best about your favorite ABE/GED class?

	Percent of students responding to:		
	Beginning	Intermediate	Advanced
a. The teacher was friendly and liked us	[48.3]	[38.1]	27.3
b. The teacher knew what she was teaching	28.9	[35.4]	[42.7]
c. I learned a lot	16.1	19.2	25.4
d. We did lots of interesting things	6.6	7.3	4.6

The most popular response of the beginning students (48.3%) was "a" "The teacher was friendly and liked us". Approximately the same proportions of the advanced students chose "b" "The teacher knew what she was teaching". This may indicate that one of the differences between the preferences and styles of the students in this survey is that the beginning student is seeking and responding to a warm, accepting, friendly classroon atmosphere, whereas the advanced student is more interested in the content of the class and less interested in the personality of the teacher.

Student Question - Breakdown by Level

19. Which type of teaching do you like best?

	Percent of students responding to:		
	Beginning	Intermediate	Advanced
a. When the teacher works with individual students	[39.1]	[33.6]	[24.6]
b. When we have our own assignments and can work at our own speed	[18.3]	[28.2]	[29.0]
c. When the whole class does the same thing and then we correct it	14.8	15.7	[19.6]
d. When there are teacher aides in the class to help us when we need it	11.7	10.4	6.8
e. Classes with lots of discussion and helping each other	12.1	9.6	[18.4]
f. When small groups get together to do the work	4.0	3.2	1.7

More of the beginning students choose "a" "When the teacher works with individual students" than do the intermediate or advanced students. More of the advanced students chose "c" and "e" both of which imply group-type activity in the classroom, than did either the beginning or intermediate students. This may mean that, for advanced students, the group work is more acceptable because they feel, perhaps, more competent in such activities. The beginning and intermediate students, on the other hand, may lack the confidence necessary to sustain them in these activities, and therefore they shy away from these choices. Whatever is the correct interpretation, the type of class activity preferred by the students according to level appears different, with the overall preference clearly toward individualized and self-paced learning activities in the classroom for the most part.

Discussion of Teacher-Administrator Comparative Responses

on

Selected Survey Questions

The final analysis of survey data involves those questions on the Teacher-Administrator Survey forms which were not included on the student form. These questions were asked exclusively of the teacher and administrator groups. Results of this portion of the survey are presented below:

2. What proportion of the students who enroll in your program attain their objectives? (ADMINISTRATORS)

2. What proportion of students you teach attain their objectives? (TEACHERS)

	Percent responding to:	
	Teacher	Administrator
a. 0-25%	11.3%	4.5%
b. 26-50%	23.5%	[50.0%]
c. 50-75%	[40.9%]	45.5%
d. 76-100%	12.2%	0
e. _____	5.2%	0

On this question teachers and administrators differ with regard to the proportion of students in the program (recall these teachers and administrators were drawn from the same program) who attain their objectives.

Administrators' responses tend to be concentrated between 26% and 75%, while some teachers estimate very low 0 - 25% and some estimate very high 76 - 100%. It may be that some teachers, for example those who teach advanced classes of adults in GED see high proportions of their students succeed, while

those teachers who teach beginning classes of adults see large numbers of students drop out. The administrators, on the other hand, may have a better overall picture of the success vs failure question. In any case, teachers who estimate that only 0 - 25% of the students in the program attain their objectives cannot be very optimistic in their outlook, and this may have an effect on their teaching performance.

Teacher-Administrator Question

7. In your opinion, what means of evaluating pupil progress provides the best measure of pupil attainment of objectives?

	Percent responding to:	
	Teacher	Administrator
a. Standardized tests	11.3	13.6
b. Teacher-made tests	[21.7]	13.6
c. Progression in programmed materials	16.5	[18.2]
d. Tests in books or other published instructional materials	5.2	4.5
e. Teacher observation	[25.2]	[36.4]
f. Class participation	6.9	4.5
g. Daily class work (written)	2.6	4.5
h. _____	7.8	4.5

More teachers selected "Teacher made tests" (21.7%) than did administrators (13.6%) as the best measure of pupil attainment of objectives. More administrators (36.4%) than teachers (25.2%) chose "Teacher observation" as the best measure. Standardized tests were not chosen frequently by either group, even though the GED test the criterion measure is a standardized test. Class participtation was also selected rarely as the best method for measuring pupil attainment of objectives.

Teacher-Administrator Question

8. What are the most important reasons for evaluating pupil progress?

	Percent responding to:	
	Teacher	Administrator
a. To find out what the students have learned	8.7	4.5
b. To find out how effective my teaching is	7.8	0
c. To let students know where they stand	5.2	31.8
d. To assign grades	0	0
e. To find out how effective the program is	3.5	9.1
f. To find out where individual students need help	[66.1]	[54.5]
g. To show students how much they have learned	6.96	0
h. _____	1.7	0

A much higher proportion of administrators (31.8%) chose "c" "To let students know where they stand" as the most important reason for evaluating pupil progress than did teachers (5.2%). A somewhat higher proportion of teachers than administrators (66.1% vs 54.5% respectively) chose "f" "To find out where individual students need help". This choice implies a diagnostic use of the evaluative information, and it was chosen by over half of the individuals in both samples. It is also interesting to note that no teacher or administrator chose "d" "To assign grades" as the most important reason for evaluating pupil progress.

Teacher-Administrator Question

9. Is it possible to place students at the appropriate level without testing?

	Percent responding to:	
	Teacher	Administrator
a. Yes	38.3	68.2
b. No	57.4	31.8

This question elicited responses which indicate a fundamental difference of opinion between teachers and administrators on the question of testing adult students. It is important to bear in mind that those who were interviewed in this survey were from the same programs. Whether or not it is possible, without addressing the question of whether it is desirable, seems to be a question to which considerable attention should be given in the future in the adult education field.

A related item to the one above, filled out only by those who responded "yes", follows.

Teacher-Administrator Question

10. Is it possible to place students at the appropriate level without testing? If yes, how?

	Percent responding to:	
	Teacher	Administrator
a. Interview with counselor	5.2	9.1
b. Interview with teacher	12.2	13.6
c. Start everyone at the bottom and let them progress at their own rate	5.2	9.1
d. Check previous records-the amount of schooling they have completed	4.3	18.2
e. Let students start where they feel they should	8.7	9.1
f. Spend the first few class periods in discussions to determine their level	4.3	4.5
g. _____	3.4	0
Blank	[56.5]	[36.4]

This response pattern indicates, that while many teachers and administrators marked the previous question "yes", meaning that it is possible to place students at the appropriate level without testing, a high percentage left question 10 blank. This may mean that none of the suggested alternatives was attractive, or it may mean that the respondents didn't wish to consider the matter.

Teacher-Administrator Question

14. Some students seem to lack the desire or ability to learn. What do you think causes this?

	Percent responding to:	
	Teacher	Administrator
a. Education is not seen as important	8.7	4.5
b. Education is not seen as having potential economic value	10.4	18.2
c. Previous failures in school	[28.7]	[40.9]
d. History of irregular application to anything	13.9	4.5
e. Emotional problems	6.1	4.5
f. Economic problems	7.0	9.1
g. Too many other responsibilities	14.8	4.5
h. _____	2.6	9.1
Blank	7.8	4.5

The most popular response of both teachers and administrators to the cause of the lack of desire or ability to learn among students was "c" "Previous failure in school". A somewhat higher proportion of administrators chose this one than did teachers. Administrators chose "b" "Education is not seen as having potential economic value" more often than teachers, and teachers chose "g" "Too many other responsibilities" more often than did administrators.

Teacher-Administrator Question

18. Who selects the curriculum materials used in your program? (ADMINISTRATORS)

18. Who selects the materials you use in your class? (TEACHERS)

	Percent responding to:	
	Teacher	Administrator
a. Local administrators	28.7	27.3
b. Teachers	[55.7]	[59.1]
c. State officials	5.2	4.5
d. Students	.8	4.5
e. Committee of teachers and students	.8	0
f. Employers	1.7	0
g. Those who write the tests students have to take	.8	0
h. _____	3.4	0
Blank	2.6	4.5

Close agreement between teacher and administrator is observed on the results of this question. Since the teachers and administrators come from the same programs in this survey, this should not be surprising. Over 1/2 of the respondents indicate that teachers select curriculum materials and over 1/4 of the respondents indicate that the program administrator selects the materials.

Teacher-Administrator Question

19. Who do you think <u>should</u> select the materials to be used in ABE/GED classes? (ADMINISTRATOR)

19. Who do you think <u>should</u> select the materials you use in your class? (TEACHER)

	Percent responding to:	
	Teacher	Administrator
a. Local administrators	10.4	9.1
b. Teachers	62.6	54.5
c. State officials	2.6	4.5
d. Students	2.6	4.5
e. Committee of teachers and students	13.9	22.7
f. Employers	0	0
g. Those who write the tests students have to take	1.7	0
h. _____	3.5	0
Blank	2.6	4.5

Fewer teachers and administrators think that administrators <u>should</u> select curriculum materials than actually do select them as indicated in the previous question. More administrators think that a committee of students and teachers should select materials than do teachers. No one thinks employers should select curriculum materials for ABE/GED classes.

Teacher-Administrator Question

21. In which of the following areas do ABE-GED students differ from the elementary students?

	Percent responding to:	
	Teacher	Administrator
a. Word recognition skills	3.5	4.5
b. Memory span	6.1	9.1
c. Concept understanding	12.2	[18.2]
d. Subject matter interest	12.2	4.5
e. Comprehensive skills	5.2	0
f. Self confidence	[17.4]	[22.7]
g. Motivation for learning	[36.5]	[22.7]
h. _____	1.7	13.6
Blank	5.2	4.5

Both teachers and administrators chose "e" "Self confidence" and "f" "Motivation for learning" as the areas in which ABE/GED students differ most from elementary students. Presumably adult students have less self confidence and less motivation for learning than elementary students, although this is inferential from the way the question is stated. Administrators also chose "Concept understanding" rather frequently. The assumption here is that adults evidence greater concept understanding than do elementary students. However, this fact is not clearly established by the manner in which the question was presented and should be asked again more precisely in subsequent studies.

Teacher-Administrator Question

22. In your experience, what type teachers are most successful with ABE-GED students? (ADMINISTRATORS)

22. What type teachers are most successful with ABE-GED students? (TEACHERS)

	Percent responding to:	
	Teacher	Administrator
a. Specially trained, full time ABE-GED teachers	[40.0]	18.2
b. Specially trained, part time ABE-GED teachers	7.8	18.2
c. Elementary teachers	7.8	[31.8]
d. High school teachers	2.6	9.0
e. Paraprofessionals trained to teach ABE-GED students	13.9	9.0
f. College educated volunteers	2.6	4.5
g. Community volunteers	0	0
h. _____	19.0	4.5
Blank	6.0	4.5

Forty percent of the teacher sample indicated that Specially trained, full-time ABE/GED teachers are most successful with ABE/GED students. Only 18.3% of the administrator sample chose this alternative. Thirty-one and eight tenths percent of the administrator sample chose "c", "Elementary teachers" as the type of teachers most successful with ABE/GED students. This is apparently another question upon which there is a basic difference of opinion between these two groups. The implication for recruiting and hiring practices of administrators, based on their expressed choices on this question are interesting. Verification of this data should be sought in future investigations.

Teacher-Administrator Question

23. What would be the effect of requiring certification for all ABE-GED teachers?

	Percent responding to: Teacher	Administrator
a. The calibre of teachers would improve	[27.0]	13.6
b. Teachers would have to take too many useless courses	10.4	9.1
c. Many really good teachers would be eliminated	[24.3]	[45.5]
d. Many really poor teachers would be eliminated	2.6	0
e. ABE-GED teaching would have more status as a profession	15.7	[22.7]
f. More ABE-GED teachers would be full time	7.0	4.5
g. Pay would increase	.8	0
h. _____	7.8	4.5
Blank	4.3	0

The difference of opinion between teachers and administrators is again apparent on this question. If there were certification requirements for all ABE/GED teachers think that "a" The calibre of teachers would improve (27%) and many really good teachers would be eliminated (24.3%). Administrators also think many really good teachers would be eliminated (45.5%), but they also think ABE/GED teaching would have more status as a profession (22.7%). Many administrators did not think, by their response, that the calibre of teachers would improve as a result of this type of action.

Teacher-Administrator Question

24. What kind of additional training do you think would be most useful to the teachers in your program? (ADMINISTRATOR)

24. What kind of additional training do you think would be most useful to you in your teaching? (TEACHER)

	Percent responding to:	
	Teacher	Administrator
a. Courses to increase knowledge of subject matter	12.2	[45.5]
b. Training in effective teaching procedures	[24.3]	[36.4]
c. Training in how to better relate to the students	13.0	0
d. Training in materials preparation	6.1	13.6
e. Visiting other teachers to observe successful techniques	[21.7]	4.5
f. Training centered around the problems of individual teachers	7.0	0
g. I don't feel teachers need any	7.0	0
h. _____	5.2	0
Blank	3.5	0

Marked differences in the teacher vs administrator groups are evident on this question. 45.5% of the administrators chose "a" "Courses to increase knowledge of subject matter" while only 12.2% of teachers chose this alternative. 21.7% of teachers chose "e" "Visiting other teachers to observe successful techniques" while only 4.5% of the administrators chose that alternative. A higher proportion of administrators (36.4%) than teachers (24.3%) chose alternative "b" "Training in effective teaching procedures". With reference to the question of teacher training in ABE/GED, to which this entire study is devoted, it would seem as if some further research efforts should be directed toward the discovery of the most effective methods for preparing teachers for ABE/GED teaching.

Teacher-Administrator Question

25. What do you feel is the most effective training procedure for ABE-GED teachers? (ADMINISTRATOR)

25. How would you prefer to receive the additional training you desire? (TEACHER)

	Percent responding to:	
	Teacher	Administrator
a. College courses	[17.4]	[36.4]
b. Intensive 2-4 week workshops during vacations	16.5	18.2
c. On-site workshops-weekly or monthly	10.4	9.1
d. Area workshops-weekly or monthly	13.9	[22.7]
e. Series of scheduled workshops with different topics and the teacher selects the one she feels she needs	[27.0]	13.6
f. Internships where the teachers have a chance to work with an outstanding teacher for a period of time	4.3	0
g. Self study by teachers	2.6	0
h. _____	0	0
Blank	7.8	0

Administrators chose "a" "College courses"(36.4%) more frequently than did teachers (17.4%) as the most effective way to receive additional training for ABE/GED teaching. Administrators also chose "d" "Area workshops" more frequently (22.7%) than did teachers (13.9%) as the way to accomplish this purpose. The most popular alternative of the teacher group was "e" "A series of scheduled workshops with different topics and the teacher selects the ones she feels she needs" (27.0%); administrators chose this alternative less frequently (13.6%). It appears again that there is a marked difference between teacher and administrator opinion on this question.

Teacher-Administrator Question

26. What is the effect of paraprofessional assistance in the classroom?

	Percent responding to: Teacher	Administrator
a. Provides more help for individual students	[36.5]	[45.5]
b. Provides individuals who can relate to those students who don't relate well with teachers	13.9	18.2
c. They perform routine tasks so the teacher has more time to teach	10.4	13.6
d. Consumes too much of the teachers' time in supervising the paraprofessional	8.7	0
e. Reduces the quality of instruction	0	0
f. Reduces the amount of money available for other instruction needs	0	0
g. Makes individualized teaching possible	[29.6]	18.2
h. _____	2.6	0
Blank	6.1	4.5

Teachers and administrators appear to agree on this question in that 35.6% and 45.5% of teachers and administrators respectively chose "a" "Provides more help for individual students" as the most pronounced effect of paraprofessional assistance in the classroom. When combined with "g" "Makes individualized teaching possible" (29.6% teachers and 18.2% administrators) the positive attitudes toward paraprofessional assistance. The "negative" alternatives on this question d, e and f were chosen very rarely by the administrators and teachers in this survey sample.

Teacher-Administrator Question

27. In what situations do ABE-GED students learn best with individualized instruction?

		Percent responding to: Teacher	Administrator
a.	With complete illiterates	[15.7]	[22.7]
b.	In basic skill development	[34.8]	[27.3]
c.	In training for employment	7.0	18.2
d.	Where aides are available	14.8	18.2
e.	In changing attitudes about education	8.7	9.0
f.	In changing attitudes about other groups	1.7	0
g.	When students first enter the ABE program	9.5	4.5
h.	_____	3.4	0
	Blank	4.3	0

Teachers and administrators tend to agree on this question. Individualized instruction, in their opinion, is best utilized with complete illiterates or in basic skill development in ABE/GED classes. Alternatives concerning changing attitudes about education or about "other groups" were not identified by teachers and administrators with individualized instructions.

Teacher-Administrator Question

28. In what situations do ABE-GED students learn best with group instruction?

	Percent responding to:	
	Teacher	Administrator
a. With complete illiterates	2.6	4.5
b. In basic skill development	[23.5]	[27.3]
c. In training for employment	[19.1]	[22.7]
d. Where aides are available	8.7	4.5
e. In changing attitudes about education	[18.3]	4.5
f. In changing attitudes about other groups	5.2	13.6
g. When students first enter the ABE-GED program	11.3	4.5
h. _____	6.9	4.5
Blank	4.3	13.6

As in the previous question, teachers and administrators chose "b" "Basic skill development" as the type of situation in which group instruction is best employed. Apparently "Basic skill development" is "best" done in any organizational framework so long as it is done. Group instruction was also chosen frequently by teachers and administrators as a good situation for "Training for employment". Teachers also chose "e", group instruction as a good situation for "Changing attitudes about education". Group instruction was not chosen by these groups as good situations for complete illiterates to work in, nor was group instruction with teacher's aides chosen frequently. Also, group instruction was not frequently chosen in conjunction with the alternative "When students first enter the ABE/GED program" by either group.

Summary and Observations

Obviously, elaborate summarization of the results of this survey would not be useful because the report preceding this section is itself a summarization of the survey data. Best use of the results of this survey will be obtained by examination of the data and the consideration of each question and its meaning for the field.

However, for the casual reader, the major points brought to light by this research study will be outlined. Caution must be exercised in reading this outline due to the limitations of the study which are included in detail within the report.

I Data Collection

1. Research studies of the ABE/GED populations; students, teachers, and administrators, must be conducted via the State Director of ABE in each U. S. State and Territory.
2. Since no comprehensive lists of ABE/GED teachers and students are kept by all State Directors, sampling of these populations must proceed through the Local Program Director, if the names of Local Program Directors can be obtained from the State ABE Director.
3. Random samples (independent of Local Program Directors) of student populations and teacher populations in ABE/GED are difficult, if not impossible, to draw at present.
4. Regionalization and computerization should make it possible to develop accurate directories of teacher and administrator groups in ABE/GED programs, thus making sampling research feasible.

5. The "Cluster Sampling", "Drop-Down" technique used to sample the student, teacher, administrator groups in this survey yielded a very high percentage of usable data, in contrast to the frequently observed results of "mail-out" surveys.

II The Sample

1. The expected sample size, based on national averages reported by USOE, was:

Local Administrators	Teachers	Students
26	240 (9.4 teachers per administrator)	3600 (15 students per teacher)

2. The realized sample, based on lists of local program directors from 38 states, was:

Local Administrators	Teachers	Students
22 (4 programs not viable)	123	1182 (797 students absent)

3. In no category was the expected sample size realized. In the administrator group 84% of the expected sample was realized; in the student sample 33% of the expected sample was realized; in the student sample 22% of the students enrolled were absent; in the teacher sample, 51% of the expected sample was realized.
4. National averages reported by USOE appear to be inflated in the following ways: number of viable programs in operation; number of classes in operation; number of teachers; number of students per teacher; number of students enrolled who are regularly attending.
5. When the realized sample of students is compared with the realized sample of teachers and administrators, the samples do not reflect similarity when factors of race or ethnicity and sex are used as

the bases for comparison.

6. When the realized sample of students is compared on the basis of instructional level in the program, approximately twice as many students are found at the advanced level than at the beginning level.
7. In the realized sample of students, most students were found to be unemployed, part-time students, and not receiving monetary compensation for attending class.

III Student vs Teacher vs Administrator Comparisons

1. From a statistical viewpoint, practically all the comparisons of views based upon the proportional distributions of responses over distractors were significantly different, as examination of Tables II, III and IV of Appendix A indicate.
2. There appears to be evidence of disagreement among groups on the objectives of ABE/GED programs.
3. There are differences of opinion among groups on who should formulate objectives for students in ABE/GED programs.
4. There are differences between administrators, who, as a group, do not think it necessary to test students in order to place them at an appropriate level for instruction, and students, who do not think they would learn as much without such tests. The matter of attitude towards testing among the three groups warrants further research.
5. Attending students appear to have more positive attitudes concerning ABE/GED programs than do teachers. This may be a reflection of the

nature of the attitudes of students in attendance, rather than students in general in these programs.

6. Attending students in ABE/GED classes believe subject-matter competency is the most important quality in a teacher. Response choices of teachers on this question did not match students' response choices.
7. Students, in general, tend to prefer traditional patterns of class organization and they prefer traditional types of instructional materials over the more "modern" alternatives included on the survey. Teachers and administrators agree.
8. Students prefer to work on an individual basis with the teacher and to work on individual assignments at their own rate. Only when students are working at advanced levels does there appear to be a trend to select group-type activities for learning in the classroom.
9. Students prefer to be grouped for instruction according to "everyone wants to get the same thing out of the class" (which implies interest), whereas teachers and administrators believe grouping students by achievement level is the best plan.

IV Student Responses

1. In this survey more Orientals, Puerto Ricans and "Other Latins" tended to choose literacy education as what they wanted to get out of ABE/GED, while more Caucasians chose "pass GED".
2. Paid students chose "job placement" as a helpful service in ABE/GED proportionately more often than did non-paid students.

3. In this survey students in the age category "over 65" had markedly different response choices than did students in other age categories.
4. Equal proportions of male students in this survey tended to choose literacy training or GED training as what they wanted to get out of the program. Females chose GED training more frequently.
5. There is a suggestion that what beginning students like best about their favorite class is a friendly teacher, whereas advanced students like a competent subject-matter teacher best.

V Comparisons of Teachers' and Administrators' Responses

1. Teachers and administrators appear to differ on the question of testing students for appropriate placement in the program.
2. Teachers think specially trained full-time ABE/GED teachers are most successful with ABE/GED students. Administrators think elementary teachers are most successful with these same students.
3. Almost half of the administrators in this survey feel that requiring certification for all ABE/GED teachers would eliminate many really good teachers. Less than 1/4 of the teachers feel that way.
4. Almost half of the administrators in this survey thought that courses to increase knowledge of subject matter would be the most useful kind of additional training for teachers. Only 12.2% of the teachers agreed.
5. The most popular training procedure for ABE/GED teachers chosen by administrators was college courses. Teachers, on the other hand, chose "workshops" of various kinds most frequently.

APPENDIX A

TABLE I

Student Frequency N=1182

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
S	T	A	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
1			239		331		163		175		53		81		59		38			
2			195		523		143		13		67		31		148		28			
3			161		559		234		18		34		17		113		16			
4			102		283		70		105		137		219		214		19			
5			200		90		474		17		243		42		48		10			
6			287		775		---		---		---		---		---		---			
7			159		9		42		40		33		27		4		6			
8			749		92		23		27		139		44		15		18			
9			531		106		19		84		272		22		33		19			
10			727		74		14		31		27		25		214		18			
11			132		178		93		237		28		46		395		27			
12			54		39		85		102		379		24		357		72			
13			272		195		116		44		177		59		216		30			
14			345		379		217		59		15		12		18		32			
15			702		26		37		92		123		19		114		1			

TABLE I, cont'd. Student Frequency N=1182

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
S	T	A	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
16			491		289		110		48		58		50		27		5			
17			267		127		79		161		315		77		62		23			
18			368		231		63		159		272		27		1		1			
19			329		288		191		92		164		26		7		0			
20			54		94		139		46		582		192		34		0			

If Students had responded as did Teachers

TABLE II

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
S	T	A	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
1	1		239	129	331	267	163	228	175	109	53	79	81	297	59	20	38	10	491	.01
2	4		195	131	523	312	143	141	13	443	67	10	31	10	148	70	28	30	1040	.01
3	5		161	126	559	146	234	156	18	603	---	---	17	19	113	49	16	19	1870	.01
4	6		102	164	283	246	70	174	105	92	137	287	219	123	233	62	combined with g		724	.01
6	9		287	425	775	637	---	---	---	---	---	---	---	---	---	---	---	---	74	.01
7	10	3	9	14	159	96	40	34	33	68	27	34	46	68	combined with c		---	---	71	.01
8	11		749	312	92	269	23	11	27	129	139	204	44	140	15	22	18	22	913	.01
10	12		727	356	74	11	14	173	31	11	27	227	25	32	214	302	---	---	1140	.01
11	13		132	55	178	55	93	186	237	426	28	11	46	33	395	262	27	109	680	.01
12	14		54	105	39	126	85	346	102	168	379	73	24	84	357	178	72	32	1850	.01
13	15		272	172	195	237	116	226	44	43	177	64	59	11	216	345	30	11	613	.01
15	16		702	50	---	---	37	50	92	99	123	495	19	99	114	247	1	50	2010	.01
17	17		267	269	127	167	79	32	161	22	315	420	77	65	62	118	---	---	1030	.01
18	20		368	432	231	265	63	118	159	157	272	128	27	20	---	---	---	---	205	.01
20	29		54	31	94	41	139	407	46	224	582	183	192	244	34	10	---	---	1340	.01

If Students had responded as did Administrators

TABLE III

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
S	T	A	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
1		1	239	207	331	311	163	52	175	207	53	155	81	155	97	52	combined with	g	393	.01
2		4	195	219	523	328	143	55	13	437	67	55	207	55	combined with		f		1100	.01
3		5	161	209	811	890	combined with b				180	52	combined		with	e			329	.01
4		6	102	313	283	261	70	52	105	92	137	313	219	52	233	104	combined with	g	994	.01
6		9	287	724	775	338	---	---	---	---	---	---	---	--	---	---	---	--	829	.01
7		10	9	45	159	67	combined with	g	40	45	33	90	27	45	46	22	---	--	222	.01
8		11	749	334	92	191	---	---	27	191	139	191	44	143	---	---	---	--	789	.01
10		12	727	561	---	---	14	187	---	---	27	47	---	---	214	187	---	--	221	.01
11		13	---	---	178	181	93	226	237	361	---	---	---	---	395	135	---	--	618	.01
12		14	54	53	39	212	85	477	102	53	379	53	24	106	357	53	72	106	4340	.01
13		15	272	46	195	232	116	232	44	46	177	232	---	---	216	232	---	--	1180	.01
15		16	702	50	---	---	37	50	92	99	123	495	19	99	114	247	1	50	9080	.01
17		17	267	340	127	255	79	43	---	---	315	170	---	---	62	43	---	---	244	.01
18		20	368	280	231	224	63	168	159	280	272	56	27	112	---	---	---	---	1040	.01
20		29	---	---	---	---	139	478	---	---	582	348	192	87	---	---	---	---	525	.01

If Teachers had responded as did Administrators

TABLE IV

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
S	T	A	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
	1	1	13	21	27	32	23	5	11	21	8	16	30	16	---	---	---	---	83	.01
	4	4	13	22	31	33	14	5	44	43	1	5	11	5	combined		with	f	26	.01
	5	5	13	21	93	89	combined		with	b	9	5	combined		with		e		5.9	not sig.
	6	6	16	31	24	26	17	5	9	5	28	30	12	5	6	10	combined with	g	49	.01
	9	9	44	75	66	35	---	---	---	---	---	---	---	---	---	---	---	---	40	.01
	10	10	2	7	14	10	5	7	10	13	5	7	10	3	combined with	c	---	---	20	.01
	11	11	29	31	25	18	---	---	12	18	19	18	13	13	---	---	---	---	5.0	.01
	12	12	33	56	---	---	16	18	---	---	21	5	---	---	28	19	---	---	71	.01
	13	13	---	---	5	17	17	21	39	34	---	---	---	---	24	13	---	---	20	.01
	14	14	10	5	12	20	33	45	16	5	7	5	8	10	17	5	3	10	69	.01
	15	15	---	---	22	20	21	20	---	---	6	20	---	---	32	20	---	---	17	.01
	16	16	16	5	---	---	1	5	29	9	20	45	7	9	16	23	10	5	99	.01
	17	17	25	37	15	28	3	5	---	---	39	19	---	---	11	5	---	---	41	.01
	20	20	44	29	27	23	12	17	16	28	13	6	2	11	---	---	---	---	33	.01
	29	29	---	---	---	---	40		---	---	18		24		---	---	---	---	39	.01

If Caucasians had responded as did Negroes

TABLE V

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	B	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
1	1		49	88	155	97	43	58	62	44	17	14	13	33	18	23	---	---	76	.01
2	2		67	56	147	173	43	55	5	3	26	22	11	8	64	47	---	---	18	not sig.
3	3		66	41	155	195	71	80	7	7	19	7	5	4	46	35	---	---	50	.01
4	4		43	27	44	121	32	12	54	25	61	36	71	77	63	70	---	---	145	.01
5	5		36	95	38	25	171	140	8	2	74	87	17	11	26	10	---	---	96	.01
6	6		101	77	243	267	---	---	---	---	---	---	---	---	---	---	---	---	9	.01
7	7		59	59	3	3	16	21	12	10	16	10	11	10	0	3	---	---	7	not sig.
8	8		347	322	38	29	4	23	5	8	49	69	17	12	---	---	---	---	29	.01
9	9		188	190	23	33	9	5	27	29	96	90	8	5	11	10	---	---	9	not sig.
10	10		234	248	28	14	5	5	16	10	9	10	7	8	68	73	---	---	19	.01
11	11		27	48	65	57	37	23	71	82	8	12	15	16	143	127	---	---	23	.01
12	12		12	23	14	11	28	29	42	23	106	132	4	9	130	108	---	---	33	.01
13	13		58	101	54	62	34	37	---	---	69	44	23	18	88	65	---	---	43	.01
14	14		115	123	130	131	77	65	9	24	5	4	7	2	10	5	---	---	28	.01
15	15		222	231	7	6	17	10	29	35	55	32	3	7	31	42	---	---	27	.01

If Caucasians had responded as did Negroes

TABLE V, cont'd.

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	B	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
16	16		171	175	76	101	47	32	20	12	23	12	12	18	9	8	---	---	30	.01
17	17		68	95	49	35	16	24	42	60	115	91	34	20	21	20	---	---	37	.01
18	18		101	136	66	84	14	23	44	38	124	81	18	5	---	---	---	---	69	.01
19	19		98	126	111	94	46	62	35	20	66	49	5	10	---	---	---	---	32	.01
20	20		7	19	30	28	47	35	13	17	198	209	66	55	12	9	---	---	16	.05
21	21		24	55	7	8	15	14	5	6	29	48	148	87	42	52	---	---	70	.01

TABLE VI

If Caucasians had responded as did Mexican-Americans

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	E	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
1		1	49	82	155	65	43	47	62	77	17	47	13	26	18	13	---	---	171	.01
2		2	67	75	147	208	43	33	---	---	26	13	11	13	64	17	---	---	171	.01
3		3	66	43	155	172	71	107	7	4	19	4	5	13	46	26	---	---	99	.01
4		4	43	41	44	86	32	41	54	18	61	32	70	63	63	86	---	---	128	.01
5		5	36	78	38	37	171	128	8	18	74	69	17	27	26	14	---	---	58	.01
6		6	101	151	243	193	---	---	---	---	---	---	---	---	---	---	---	---	29	.01
7		7	45	48	5	3	13	17	14	8	7	8	10	8	1	3	---	---	8	not sig.
8		8	231	243	31	21	10	17	18	4	40	52	17	9	---	---	---	---	61	.01
9		9	188	154	23	59	9	9	27	27	96	86	8	14	11	14	---	---	33	.01
10		10	234	263	28	38	5	5	16	9	9	5	7	14	68	33	---	---	55	.01
11		11	27	70	65	35	37	31	71	65	8	13	15	26	143	126	---	---	63	.01
12		12	12	16	14	16	28	25	42	37	106	115	4	12	130	115	---	---	11	not sig.
13		13	58	52	54	81	34	40	---	---	69	89	23	16	88	48	---	---	50	.01
14		14	115	93	130	146	77	57	9	40	5	4	7	4	10	9	---	---	39	.01
15		15	222	240	7	9	17	9	29	13	55	31	3	4	31	58	---	---	58	.01

TABLE VI, cont'd.

If Caucasians had responded as did Mexican-Americans

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	B	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
16		16	171	133	76	84	47	40	20	22	23	31	12	31	9	18	---	---	31	.01
17		17	68	86	49	29	16	33	42	70	115	95	34	16	21	16	---	---	62	.01
18		18	101	104	66	73	14	5	44	109	124	73	18	5	---	---	---	---	136	.01
19		19	98	85	111	58	46	85	35	67	66	54	5	13	---	---	---	---	91	.01
20		20	7	22	30	44	47	44	13	18	198	127	66	105	12	13	---	---	70	.01
21		21	24	56	7	24	15	24	5	4	29	36	148	32	42	95	---	---	490	.01

If Negroes had responded as did Mexican-Americans

TABLE VII

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	E	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
	1	1	116	108	128	85	77	62	58	102	19	62	43	34	30	17	---	---	87	.01
	2	2	72	98	225	272	71	43	---	---	28	16	10	16	61	22	---	---	114	.01
	3	3	54	57	258	227	106	142	9	6	9	6	5	17	46	34	---	---	30	.01
	4	4	36	54	161	115	16	54	33	24	48	42	102	85	93	115	---	---	63	.01
	5	5	126	103	33	49	187	107	3	24	116	91	15	37	13	18	---	---	51	.01
	6	6	103	203	359	259	---	---	---	---	---	---	---	---	---	---	---	---	87	.01
	7	7	59	59	3	3	16	21	12	10	16	10	11	10	0	3	---	---	.7	not sig.
	8	8	347	322	38	29	4	23	5	6	49	69	17	12	---	---	---	---	29	.01
	9	9	246	199	43	76	6	12	38	35	116	111	7	18	13	18	---	---	36	.01
	10	10	320	340	18	49	6	6	13	12	13	6	10	18	94	43	---	---	94	.01
	11	11	62	90	73	45	30	39	106	84	16	17	21	34	163	163	---	---	38	.01
	12	12	31	22	15	22	38	33	31	49	175	152	12	16	144	152	---	---	18	.01
	13	13	137	71	84	110	51	55	---	---	60	121	24	22	88	66	---	---	105	.01
	14	14	159	126	170	189	84	74	31	52	5	6	3	6	6	11	---	---	27	.01
	15	15	300	311	8	12	13	12	45	17	42	40	9	6	55	75	---	---	53	.01

TABLE VII, cont'd.

If Negroes had responded as did Mexican-Americans

Question Number			Alternatives																X^2	Sig. Level
			a		b		c		d		e		f		g		h			
W	B	C	o	e	o	e	o	e	o	e	o	e	o	e	o	e	o	e		
	16	16	229	173	132	110	42	52	15	30	16	40	23	40	11	23	---	---	59	.01
	17	17	129	118	48	39	33	45	82	95	124	129	27	22	28	22	---	---	10	not sig.
	18	18	177	136	109	95	30	6	50	142	106	95	7	6	---	---	---	---	174	.01
	19	19	168	113	125	77	83	113	27	89	65	71	13	18	---	---	---	---	110	.01
	20	20	25	29	37	57	46	57	22	23	274	166	72	138	12	17	---	---	112	.01
	21	21	81	82	12	35	21	35	9	9	70	52	127	47	76	140	---	---	196	.01

TABLE VIII

Characteristics of the Administrator, Teacher and Student Sample

Administrator

Which of the following do you condiser yourself to be?

13	Caucasian	Sex: 18	Male	
5	Negro	3	Female	
0	Oriental			
0	American Indian	Age: 0	Under 18	
2	Mexican American	0	18-24	
1	Puerto Rican	3	25-34	
0	Other Latin	5	35-44	1 - blank
0	Other (specify) _____	7	45-54	
		4	55-65	
		1	Over 65	

Number of years of ABE/GED Administration	1 - less than 1 2 - 1 to 2 8 - 3 to 4 8 - over 4	2 - blank
ABE/GED Employment or Volunteer time	7 Full Time 13 Part Time	1 - blank
If part time, what is full time employment?	10 Public School 0 Unemployed 2 Other	9 - blank

TABLE IX

Characteristics of the Administrator, Teacher and Student Sample

Teacher

Which of the following do you consider yourself to be?

58	Caucasian
32	Negro
2	Oriental
0	American Indian
5	Mexican American
3	Puerto Rican
0	Other Latin
0	Other (specify) _____

Sex:	43	Male
	53	Female
Age:	0	Under 18
	8	18-24
	39	25-34
	22	35-44
	16	45-54
	14	55-65
	1	Over 65

Number of years in ABE/GED teaching	14	- less than 1
	35	- 1 to 2
	28	- 3 to 4
	20	- 5 and over
		4 - blank

ABE/GED Employment of Volunteer time	30	Full Time
	69	Part Time
		2 - blank

If part time, what is full time employment?	50	Public School Teacher
	2	Unemployed
	8	Other
		41 - blank

TABLE X

Characteristics of the Administrator, Teacher and Student Sample

Student

Which of the following do you consider yourself to be?

376 Caucasian
483 Negro
17 Oriental
41 American Indian
91 Mexican American
59 Puerto Rican
38 Other Latin
17 Other (specify) _____

33 - blank

Sex: 412 Male 27 - blank
716 Female

Age: 85 Under 18
313 18-24
280 25-34
179 35-44 35 - blank
154 45-54
87 55-65
23 Over 65

Employment Status 431 Employed 175 - blank
539 Unemployed

Status in ABE/GED Program:

Time: 225 Full (30 hours or more per week) 30 - blank
851 Part (Less than 30 hours per week)

Level: 245 Beginning (1-3)
273 Intermediate (4-6) 83 - blank
554 Advanced (7+)

Do you receive money for attending this class?

291 Yes 40 - blank
820 No

TABLE XI

Summary of the Administrator, Teacher, Student Population

	Student	Teacher	Administrator
Caucasian/White	392 (33%)	70 (56%)	14 (64%)
Negro/Black	510 (43%)	34 (27%)	5 (23%)
Oriental	17 (1%)	2 (2%)	0
American Indian	43 (4%)	0	0
Mexican American	93 (8%)	5 (4%)	2 (9%)
Puerto Rican	59 (5%)	3 (2%)	1 (5%)
Other Latin	42 (4%)	0	0
Other	17 (1%)	0	0
Blank	9 (1%)	10 (8%)	0
TOTALS	1182	124	22

APPENDIX B

ADULT BASIC EDUCATION
TEACHER TRAINING QUESTIONNAIRE

Administrator

Name_____ Sex: ___Male ___Female

Which of the following do you consider yourself to be?

___Caucasian
___Negro
___Oriental
___American Indian
___Mexican American
___Puerto Rican
___Other Latin
___Other (specify)_____

Age: ___Under 18 ___18-24 ___25-34 ___35-44 ___45-54 ___55-65 ___Over 65

Number of Years of ABE-GED Administration_____

ABE-GED Employment or Volunteer Time: ___Full Time ___Part Time

If part time, what is full time employment?_____

On this questionnaire you can select more than one answer or write in an answer which you feel is more correct than those listed. This is how it works:

1. Read each question and the answers carefully.
2. Decide on the answer you feel is most correct.
3. Place a "1" to the left of the answer you have selected or written on the blank space provided.
4. If you feel another answer is also correct place a "2" to the left of your second choice, a "3" to the left of your third choice, etc.
5. If you choose more than one answer be sure you indicate which is your first, second and third choice.

Sample Question

Where are most ABE-GED classes offered in your area?

2 a. Churches
___b. Businesses
1 c. Public Schools
___d. Private Schools
___e. Adult Education Centers
___f. Community Centers
3 g. Storefronts

Administrator

1. What do you think are the major objectives for students in the ABE-GED program?

___a. Attain literacy
___b. Obtain GED
___c. Attain skills for employment
___d. Attain own potential in learning
___e. Receive training and job placement
___f. Improve self image from success in learning
___g. Qualify for higher education (college)
___h. _____

2. What proportion of the students who enroll in your program attain their objectives?

___a. 0-25%
___b. 26-50%
___c. 50-75%
___d. 76-100%
___e. _____

3. What are the biggest problems in helping students attain these objectives in your program?

___a. Teachers don't have enough training for ABE-GED teaching
___b. Teachers don't have enough time to prepare
___c. Poor materials for teaching
___d. Lack of student motivation
___e. Lack of student ability
___f. Students don't have enough time to study
___g. Insufficient funds for the program
___h. _____

4. Who formulates the objectives for students in individual classes?

___a. Program administrators
___b. Teachers
___c. Students
___d. Teachers and students
___e. Publishers of materials
___f. Employers
___g. Those who write the GED and other tests
___h. _____

5. In your opinion, who should determine the objectives for the students in ABE-GED classes?

___a. Program administrators
___b. Teachers
___c. Students
___d. Teachers and students
___e. Publishers of materials
___f. Employers
___g. Those who write the GED and other tests
___h. _____

6. How is student attainment of program objectives measured in your program?

___a. Standardized tests
___b. Teacher-made tests
___c. Programmed material progression
___d. Tests in books or other published instructional materials
___e. Teacher observation
___f. Class participation
___g. Daily class work (written)
___h. _____

7. In your opinion, what means of evaluating pupil progress provides the best measure of pupil attainment of objectives?

___a. Standardized tests
___b. Teacher-made tests
___c. Progression in programmed materials
___d. Tests in books or other published instructional materials
___e. Teacher observation
___f. Class participation
___g. Daily class work (written)
___h. _____

8. What are the most important reasons for evaluating pupil progress?

___a. To find out what the students have learned
___b. To find out how effective the teachers are
___c. To let students know where they stand
___d. To assign grades
___e. To find out how effective the program is
___f. To find out where individual students need help
___g. To show students how much they have learned
___h. _____

9. Is it possible to place students at the appropriate level without testing?

___Yes ___No → (skip to 11)

10. If yes, how?

___a. Interview with counselor
___b. Interview with teacher
___c. Start everyone at the bottom and let them progress at their own rate
___d. Check previous records — the amount of schooling they have completed
___e. Let students start where they feel they should
___f. Spend the first few class periods in discussions to determine their level
___g. _____

11. How do most students feel when they first enter an ABE-GED class?

___a. That it is a chance to help themselves
___b. Afraid that they won't be able to succeed
___c. Afraid the class won't be helpful
___d. Worried about testing and grading
___e. Hopeful that they will learn what they really need
___f. Ashamed of how much they don't know
___g. _____

12. Many of the students who enter an ABE-GED program stay until they complete the course or obtain their GED. What are the primary reasons for these students staying in the program?

___a. They feel that what they are learning is useful
___b. They like the classes
___c. They are determined to finish
___d. Superior intelligence
___e. They are successful in learning
___f. They have a lot of support from their family or friends
___g. They feel it is their only chance to better themselves
___h. _____

13. Some students who enter an ABE-GED program drop out before they complete the course or obtain their GED. What are the primary reasons for dropping out?

___a. A better opportunity comes along
___b. They don't feel the course is useful
___c. They aren't successful in learning
___d. They have too many other responsibilities
___e. Poor health
___f. Lack of intelligence
___g. Lack of determination
___h. _____

14. Some students seem to lack the desire or ability to learn. What do you think causes this?

___a. Education is not seen as important
___b. Education is not seen as having potential economic value
___c. Previous failures in school
___d. History of irregular application to anything
___e. Emotional problems
___f. Economic problems
___g. Too many other responsibilities
___h. _____

15. What is the most effective way a teacher can motivate a student?

___a. Be as knowledgeable as possible about the subject they are teaching
___b. Structure the teaching so everyone can succeed
___c. Structure the class so everyone is expected to participate and feel they are a part of the group
___d. Demonstrate the student's success to him through a series of progress checks
___e. Demonstrate the relationship between what they are learning and the students' goals
___f. Bring in employers or previously successful students to talk to the class
___g. Exhibit a personal interest in the students
___h. _____

16. What characteristics describe a motivated student?

___a. He likes the class
___b. He is highly verbal in class
___c. He is friendly to teachers and other students
___d. He is diligent in the completion of assigned work
___e. He has excellent attendance
___f. He is cooperative in class
___g. He participates in class
___h. _____

17. What type curriculum materials have you found to be effective in attaining objectives with ABE-GED students?

___a. Teacher-developed
___b. Programmed
___c. Materials prepared for elementary students
___d. Materials prepared for high school students
___e. Materials specially prepared for ABE-GED
___f. Materials prepared for multimedia presentation — slides, tapes, filmstrips, etc.
___g. Paperback books, newspapers, magazines, etc. — rather than "formal" teaching materials
___h. _____

18. Who selects the curriculum materials used in your program?

___a. Local administrators
___b. Teachers
___c. State officials
___d. Students
___e. Committee of teachers and students
___f. Employers
___g. Those who write the tests students have to take
___h. _____

19. Who do you think should select the materials to be used in ABE-GED classes?

___a. Local administrators
___b. Teachers
___c. State officials
___d. Students
___e. Committee of teachers and students
___f. Employers
___g. Those who write the tests students have to take
___h. _____

20. In what type of instructional organization do ABE-GED students learn most effectively?

___a. Teach each basic skill as a separate class — reading, math, etc.
___b. Combine basic skills in a comprehensive class
___c. Teach basic skill, such as math, through a special interest class such as consumer economics
___d. Teach all basic skills in relationship to "employment preparation"
___e. Teach all basic skills in relationship to passing a specific test, such as GED
___f. _____

21. In which of the following areas do ABE-GED students differ from the elementary student?

___a. Word recognition skills
___b. Memory span
___c. Concept understanding
___d. Subject matter interest
___e. Comprehension skills
___f. Self confidence
___g. Motivation for learning
___h. _____

22. In your experience, what type teachers are most successful with ABE-GED students?

___a. Specially trained, full time ABE-GED teachers
___b. Specially trained, part time ABE-GED teachers
___c. Elementary teachers
___d. High school teachers
___e. Paraprofessionals trained to teach ABE-GED students
___f. College educated volunteers
___g. Community volunteers
___h. _____

23. What would be the effect of requiring certification for all ABE-GED teachers?

___a. The calibre of teachers would improve
___b. Teachers would have to take too many useless courses
___c. Many really good teachers would be eliminated
___d. Many really poor teachers would be eliminated
___e. ABE-GED teaching would have more status as a profession
___f. More ABE-GED teachers would be full time
___g. Pay would increase
___h. _____

24. What kind of additional training do you think would be most useful to the teachers in your program?

___a. Courses to increase their knowledge of subject matter
___b. Training in effective teaching procedures
___c. Training in how to better relate to the students
___d. Training in materials preparation
___e. Visiting other teachers to observe successful techniques
___f. Training centered around the problems of individual teachers
___g. I don't feel my teachers need any
___h. _____

25. What do you feel is the most effective training procedure for ABE-GED teachers?

___a. College courses
___b. Intensive 2-4 week workshops during vacations
___c. On-site workshops — weekly or monthly
___d. Area workshops — weekly or monthly
___e. Series of scheduled workshops with different topics and the teacher selects the ones she feels she needs
___f. Internships where the teachers have a chance to work with an outstanding teacher for a period of time
___g. Self study by teachers
___h. _____

26. What is the effect of paraprofessional assistance in the classroom?

___c. Provides more help for individual students
___b. Provides individuals who can relate to those students who don't relate well with teachers
___c. They perform routine tasks so the teacher has more time to teach
___d. Consumes too much of the teachers' time in supervising the paraprofessional
___e. Reduces the quality of instruction
___f. Reduces the amount of money available for other instruction needs
___g. Makes individualized teaching possible
___h. _____

27. In what situations do ABE-GED students learn best with individualized instruction?

___a. With complete illiterates
___b. In basic skill development
___c. In training for employment
___d. Where aides are available
___e. In changing attitudes about education
___f. In changing attitudes about other groups
___g. When students first enter the ABE-GED program
___h. _____

28. In what type situations do ABE-GED students learn best with group instruction?

___a. With complete illiterates
___b. In basic skill development
___c. In training for employment
___d. Where aides are available
___e. In changing attitudes about education
___f. In changing attitudes about other groups
___g. When students first enter the ABE-GED program
___h. _____

29. What type of class grouping results in the greatest amount of student progress?

___a. Sex
___b. Age
___c. Achievement level
___d. Ability
___e. Interests of students
___f. They shouldn't be grouped in any special way
___g. _____

30. In your opinion, what supportive services have been helpful to your students?

___a. Medical check-ups
___b. Follow-up medical care
___c. Eye test
___d. Hearing test
___e. Transportation to class
___f. Counseling
___g. Job placement programs
___h. _____

ADULT BASIC EDUCATION
TEACHER TRAINING QUESTIONNAIRE

Teacher

Name_____ Sex: ___Male ___Female

Which of the following do you consider yourself to be?

___Caucasian
___Negro
___Oriental
___American Indian
___Mexican American
___Puerto Rican
___Other Latin
___Other (specify)_____

Age: ___Under 18
___18-24
___25-34
___35-44
___45-54
___55-65
___Over 65

Number of Years in ABE-GED Teaching_____

ABE-GED Employment or Volunteer Time: ___Full time ___Part Time

If part time, what is full time employment?_____

On this questionnaire you can select more than one answer or write in an answer which you feel is more correct than those listed. This is how it works:

1. Read each question and the answers carefully.
2. Decide on the answer you feel is most correct.
3. Place a "1" to the left of the answer you have selected or written on the blank space provided.
4. If you feel another answer is also correct place a "2" to the left of your second choice, a "3" to the left of your third choice, etc.
5. If you choose more than one answer be sure you indicate which is your first, second and third choice.

Sample Question

Where are most ABE-GED classes offered in your area?

2 a. Churches
___b. Businesses
1 c. Public Schools
___d. Private Schools
___e. Adult Education Centers
___f. Community Centers
3 g. Storefronts

Teacher

1. What do you think are the major objectives for students in the ABE-GED program?

___a. Attain literacy
___b. Obtain GED
___c. Attain skills for employment
___d. Attain own potential in learning
___e. Receive training and job placement
___f. Improve self image from success in learning
___g. Qualify for higher education (college)
___h. _____

2. What proportion of the students you teach attain their objectives?

___a. 0-25%
___b. 26-50%
___c. 50-75%
___d. 76-100%
___e. _____

3. What are your biggest problems helping students attain their objectives?

___a. I don't have enough training for ABE-GED teaching
___b. I don't have enough time to prepare
___c. Poor materials for teaching
___d. Lack of student motivation
___e. Lack of student ability
___f. Students don't have enough time to study
___g. Insufficient funds for the program
___h. _____

4. Who formulates the objectives for the students in your class?

___a. Program administrators
___b. Teachers
___c. Students
___d. Teachers and students
___e. Publishers of materials
___f. Employers
___g. Those who write the GED and other tests
___h. _____

5. In your opinion, who should formulate the objectives for students in ABE-GED classes?

___a. Program administrators
___b. Teachers
___c. Students
___d. Teachers and students
___e. Publishers of materials
___f. Employers
___g. Those who write the GED and other tests
___h. _____

6. How do you evaluate your students' attainment of the teaching objectives?

___a. Standardized tests
___b. Teacher-made tests
___c. Programmed material progression
___d. Tests in books or other published instructional materials
___e. Teacher observation
___f. Class participation
___g. Daily class work (written)
___h. _____

7. In your opinion, what means of evaluating pupil progress provides the best measure of pupil attainment of objectives?

___a. Standardized tests
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8. What are the most important reasons for evaluating pupil progress?

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___c. To let students know where they stand
___d. To assign grades
___e. To find out how effective the program is
___f. To find out where individual students need help
___g. To show students how much they have learned
___h. _____

9. Is it possible to place students at the appropriate level without testing?

___Yes ___No → (skip to 11)

10. If yes, how?

___a. Interview with counselor
___b. Interview with teacher
___c. Start everyone at the bottom and let them progress at their own rate
___d. Check previous records — the amount of schooling they have completed
___e. Let students start where they feel they should
___f. Spend the first few class periods in discussions to determine their level
___g. _____

11. How do most students feel when they first enter the ABE-GED program?

___a. That it is a chance to help themselves
___b. Afraid that they won't be able to succeed
___c. Afraid the class won't be helpful
___d. Worried about testing and grading
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___f. Ashamed of how much they don't know
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___c. They aren't successful in learning
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___f. Lack of intelligence
___g. Lack of determination
___h. _____

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___b. Education is not seen as having potential economic value
___c. Previous failures in school
___d. History of irregular application to anything
___e. Emotional problems
___f. Economic problems
___g. Too many other responsibilities
___h. _____

15. What are the most effective ways a teacher can motivate students?

___a. Be as knowledgeable as possible about the subject they are teaching
___b. Structure the teaching so everyone can succeed
___c. Structure the class so everyone is expected to participate and feel they are a part of the group
___d. Demonstrate the student's success to him through a series of progress checks
___e. Demonstrate the relationship between what they are learning and the students' goals
___f. Bring in employers or previously successful students to talk to the class
___g. Exhibit a personal interest in the students
___h. _____

16. What characteristics describe a highly motivated student?

___a. He likes the class
___b. He is highly verbal in class
___c. He is friendly to teachers and other students
___d. He is diligent in the completion of assigned work
___e. He has excellent attendance
___f. He is cooperative in class
___g. He participates in class
___h. _____

17. What type materials have you found to be most effective in attaining your objectives with ABE-GED students?

___a. Teacher-developed
___b. Programmed
___c. Materials prepared for elementary students
___d. Materials prepared for high school students
___e. Materials specially prepared for ABE or GED
___f. Materials prepared for multimedia presentation — slides, tapes, filmstrips, etc.
___g. Paperback books, newspapers, magazines, etc. — rather than "formal" teaching materials
___h. _____

18. Who selects the materials you use in your class?

___a. Local administrators
___b. Teachers
___c. State officials
___d. Students
___e. Committee of teachers and students
___f. Employers
___g. Those who write the tests students have to take
___h. _____

19. Who do you think <u>should</u> select the materials you use in your class?

___a. Local administrators
___b. Teachers
___c. State officials
___d. Students
___e. Committee of teachers and students
___f. Employers
___g. Those who write the tests students have to take
___h. _____

20. In what type of instructional organization do ABE-GED students learn most effectively?

___a. Teach each basic skill as a separate class — reading, math, etc.
___b. Combine basic skills in a comprehensive class
___c. Teach basic skill, such as math, through a special interest class such as consumer economics
___d. Teach all basic skills in relationship to "employment preparation"
___e. Teach all basic skills in relationship to passing a specific test, such as GED
___f. _____

21. In which of the following areas do ABE-GED students differ from the elementary students?

___a. Word recognition skills
___b. Memory span
___c. Concept understanding
___d. Subject matter interest
___e. Comprehensive skills
___f. Self confidence
___g. Motivation for learning
___h. _____

22. What type teachers are most successful with ABE-GED students?

___a. Specially trained, full time ABE-GED teachers
___b. Specially trained, part time ABE-GED teachers
___c. Elementary teachers
___d. High school teachers
___e. Paraprofessionals trained to teach ABE-GED students
___f. College educated volunteers
___g. Community volunteers
___h. _____

23. What would be the effect of requiring certification for all ABE-GED teachers?

___a. The calibre of teachers would improve
___b. Teachers would have to take too many useless courses
___c. Many really good teachers would be eliminated
___d. Many really poor teachers would be eliminated
___e. ABE-GED teaching would have more status as a profession
___f. More ABE-GED teachers would be full time
___g. Pay would increase
___h. _____

24. What kind of additional training do you think would be most useful to you in your teaching?

___a. Courses to increase my knowledge about the subject(s) I teach
___b. Training in effective teaching procedures
___c. Training in how to better relate to the students
___d. Training in materials preparation
___e. Visiting other teachers to observe successful techniques
___f. Training centered around the problems of individual teachers
___g. I don't feel I need any
___h. _____

25. How would you prefer to receive the additional training you desire?

___a. College courses
___b. Intensive 2-4 week workshops during vacations
___c. On-site workshops — weekly or monthly
___d. Area workshops — weekly or monthly
___e. Series of scheduled workshops with different topics and you choose to attend the ones you feel you need
___f. Internships where you work for a period of time with an outstanding teacher
___g. Self-study
___h. _____

26. What is the effect of paraprofessional assistance in the classroom?

___a. Provides more help for individual students
___b. Provides individuals who can relate to those students who don't relate well with teachers
___c. They perform routine tasks so the teacher has more time to teach
___d. Consumes too much of the teachers' time in supervising the paraprofessional
___e. Reduces the quality of instruction
___f. Reduces the amount of money available for other instruction needs
___g. Makes individualized teaching possible
___h. _____

27. In what situations do ABE-GED students learn best with individualized instruction?

___a. With complete illiterates
___b. In basic skill development
___c. In training for employment
___d. Where aides are available
___e. In changing attitudes about education
___f. In changing attitudes about other groups
___g. When students first enter the ABE program
___h. _____

28. In what situations do ABE-GED students learn best with group instruction?

___a. With complete illiterates
___b. In basic skill development
___c. In training for employment
___d. Where aides are available
___e. In changing attitudes about education
___f. In changing attitudes about other groups
___g. When students first enter the ABE-GED program
___h. _____

29. What type of class grouping results in the greatest student progress?

___a. Sex
___b. Age
___c. Achievement level
___d. Ability
___e. Interests of students
___f. They shouldn't be grouped in any special way
___g. _____

30. In your opinion, what supportive services have been helpful to your students?

___a. Medical check-ups
___b. Follow-up medical care
___c. Eye test
___d. Hearing test
___e. Transportation to class
___f. Counseling
___g. Job placement programs
___h. _____

ADULT BASIC EDUCATION
TEACHER TRAINING QUESTIONNAIRE

Student

Name _____

Sex: ___Male
___Female

Which of the following do you consider yourself to be?

___Caucasian
___Negro
___Oriental
___American Indian
___Mexican American
___Puerto Rican
___Other Latin
___Other (specify)_____

Age: ___Under 18
___18-24
___25-34
___35-44
___45-54
___55-65
___Over 65
___

Employment Status: ___Employed
___Unemployed

Status in ABE-GED Program:

Time: ___Full (30 hours or more per week)
___Part (Less than 30 hours per week)

Level: ___Beginning (1-3)
___Intermediate (4-6)
___Advanced (7+)

Do you receive money for attending this class?

___Yes
___No
___

On this questionnaire you can select more than one answer or write in an answer which you feel is more correct than those listed. This is how it works:

1. Read each question and the answers carefully.
2. Decide on the answer you feel is most correct.
3. Place a "1" to the left of the answer you have selected or written on the blank space provided.
4. If you feel another answer is also correct place a "2" to the left of your second choice, a "3" to the left of your third choice, etc.
5. If you choose more than one answer be sure you indicate which is your first, second and third choice.

Sample Question

Where are most ABE-GED classes offered in your area?

2 a. Churches
___b. Businesses
1 c. Public Schools
___d. Private Schools
___e. Adult Education Centers
___f. Community Centers
3 g. Storefronts

Student

1. What do you hope to get out of ABE or GED?

___a. Learn to read and write
___b. Pass GED
___c. Learn what I need to get a job
___d. Learn more than I know now
___e. Get a job through the program
___f. Learn something that will help me to help others
___g. Learn what I need to get into a college
___h. _____

2. Who do you think decides what you study in class?

___a. The people who run the program
___b. The teachers
___c. The students
___d. The community
___e. The people who publish the materials we use
___f. Employers
___g. The people who write the GED and other tests we take
___h. _____

3. Who do you think <u>should</u> decide what you study in class?

___a. The people who run the program
___b. The teachers
___c. The students
___d. The community
___e. The people who publish the materials we use
___f. Employers
___g. The people who write the GED and other tests we take
___h. _____

4. How do you know how well you are doing in class?

___a. I don't know
___b. Teacher-made tests
___c. Special, published tests
___d. Where I am in programmed materials
___e. Tests in the books we use
___f. The teacher tells us
___g. By how well I do in class
___h. _____

5. What does (or would) happen if the teacher told you how well you are doing every day or so?

___a. It would keep me from getting behind
___b. It could be discouraging if I weren't doing well
___c. Would let me know what I need to work on
___d. I wouldn't be so confused about the class
___e. I would feel the teacher was more interested in what I am doing
___f. I would rather wait until the end of the class
___g. It wouldn't make any difference
___h. _____

6. Do you think you would learn just as much without tests?

___Yes ___No → (skip to 8)

7. If yes, how would you know how well you are doing?

___a. Talk things over with the teacher
___b. Talk things over with the counselor
___c. By how fast I am learning what she is teaching
___d. I know how well I am doing and what I need to learn
___e. By my daily work
___f. By whether I know the answers in class
___g. By talking things over with my friends
___h. _____

8. How did you feel when you first started in ABE or GED?

___a. That it was a chance to improve myself
___b. I was afraid the work would be too hard for me
___c. I was afraid the class would be a waste of my time
___d. The testing and grading worried me
___e. That I would learn what I really needed
___f. That I had a long way to go
___g. I wished more of my friends were in the class
___h. _____

9. How do you feel now?

___a. I've really learned a lot
___b. I try hard, but I haven't learned too much
___c. I haven't learned anything important yet
___d. It is easier than I thought it would be
___e. When I finish I think I will be able to do what I want (get a job, pass the GED, etc.)
___f. I wish some of my friends would take GED classes
___g. Some classes have been helpful and some haven't
___h. _____

10. Many of the students who start stay until they complete the courses or get their GED. Why do you think these students stay?

___a. They feel that what they are learning is helpful
___b. They like the classes
___c. They just won't quit
___d. They are the smarter ones
___e. They are the ones that learn a lot
___f. Their family or friends keep pushing them to stay
___g. The course is the only way they have of getting what they want
___h. _____

11. Some students who enter an ABE or GED class drop out before they complete the course or get their GED. Why do you think most of them drop out?

___a. Something better comes along
___b. They think the course is a waste of time
___c. The class is too hard for them
___d. They have too many other problems
___e. They get sick
___f. They are the ones who aren't too smart
___g. They aren't determined enough
___h. _____

12. Some students seem to have difficulty learning what they want to in ABE-GED classes. What do you think their biggest problems are?

___a. The teacher
___b. The materials used aren't any good
___c. The class is boring
___d. The class is too hard
___e. They don't have enough time to study
___f. The work is too easy, most of the time
___g. They have too many other things to worry about
___h. _____

13. How could the teacher or someone on the staff help these students?

___a. Teach so that all of us can learn something
___b. Give everyone a chance to take part in class
___c. Explain to us how we are doing
___d. Pay us to come
___e. Show us how we can use what we are learning
___f. Have employers or old students come and tell us how we will be able to use what we are learning
___g. Have teachers or counselors who will listen to us when we have problems
___h. _____

14. What did you like best about your favorite ABE-GED class?

___a. The teacher was friendly and liked us
___b. The teacher knew what she was teaching
___c. I learned a lot
___d. We did lots of interesting things
___e. We got paid for going
___f. The other people in the class
___g. Haven't had any I liked
___h. _____

15. When a student really likes a class, how does he act?

___a. He is interested in what he is learning
___b. He talks a lot in class
___c. He is friendly to the teachers and students
___d. He gets his work done
___e. He always comes
___f. He is quiet and respectful
___g. He takes part in what is going on
___h. _____

16. What is most important in an ABE-GED teacher?

___a. Someone who really knows the subject she is teaching
___b. Someone who listens to the students and tries to understand them
___c. Someone who can talk so we can understand
___d. Someone who expects different students to do different things
___e. Someone who really knows how people learn
___f. Someone who is interesting
___g. Someone who knows what the real world is like
___h. _____

17. What kind of materials do you like best?

___a. Those the teacher makes for us
___b. Programmed
___c. Books for elementary school students
___d. Books for high school students
___e. Special ABE-GED materials
___f. Slides, tapes, films, etc.
___g. Paperback books, newspapers, magazines, etc.
___h. _____

18. What kind of classes do you like best?

___a. Reading, math, English, etc., taught all by itself
___b. Classes that combine reading, math, English, etc.
___c. Special, such as consumer economics where we learn math and other things
___d. "Employment preparation" classes where we learn all the things we need to get a job
___e. Classes that prepare us to pass a test, such as the GED
___f. _____

19. Which type of teaching do you like best?

___a. When the teacher works with individual students
___b. When we have our own assignments and can work at our own speed
___c. When the whole class does the same thing and then we correct it
___d. When there are teacher aides in the class to help us when we need it
___e. Classes with lots of discussion and helping each other
___f. When small groups get together to do the work
___g. _____

20. In what kind of class do you think you would learn most?

___a. Where everyone is the same sex
___b. Where everyone is about the same age
___c. Where everyone knows about the same things
___d. Where everyone is about as smart as I am
___e. Where everyone wants to get the same thing out of the class
___f. Where the students are all kinds
___g. _____

21. Which of the following special services have been helpful to you?

___a. Medical check-up
___b. Follow-up medical care
___c. Eye test
___d. Hearing test
___e. Transportation to class
___f. Counseling
___g. Job placement as part of the program
___h. _____

APPENDIX C

GEOGRAPHIC DISTRIBUTION OF ABE PROGRAMS SURVEYED

1. Missouri, St. Louis
2. Louisiana, Columbia
3. Virginia, Disputanta
4. Virginia, Berryville
5. Nebraska, Minden
6. Florida, Bloutstown
7. South Carolina, Dillon
8. Puerto Rico, Cabo Rojo
9. California, Compton
10. North Carolina, Shelby
11. Pennsylvania, Lebanon
12. Pennsylvania, Williamsport
13. Arizona, Mesa
14. New Mexico, Santa Fe
15. New York, Hempstead
16. New Jersey, Atlantic City
17. Texas, Elgin
18. Tennessee, Fayetteville
19. Alabama, Athens
20. Idaho, Pocatello
21. Texas, Snyder
22. Texas, Houston

LIST OF STATES BY U.S.O.E. REGIONS
FROM WHICH SITE SAMPLE WAS DRAWN

REGION I

- Connecticut
- New Hampshire
- Vermont

REGION II

- New York
- New Jersey
- Puerto Rico

REGION III

- Pennsylvania
- Delaware
- Washington, D.C.
- Maryland
- Virginia
- West Virginia

REGION IV

- Alabama
- Florida
- North Carolina
- South Carolina
- Tennessee

REGION V

- Wisconsin
- Minnesota
- Ohio

REGION VI

- Texas
- Arkansas
- Louisiana
- New Mexico
- Oklahoma

REGION VII

- Missouri
- Nebraska
- Kansas

REGION VIII

- Utah
- Wyoming

REGION IX

- California
- Arizona
- Nevada
- Hawaii

REGION X

- Washington
- Alaska
- Idaho
- Oregon

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